

# **EAST BUCHANAN COMMUNITY SCHOOL DISTRICT**

## **AGENDA - Regular School Board Meeting**

September 11, 2019 at 5:00 P.M. in Library - Middle School Entrance

### **EAST BUCHANAN MISSION STATEMENT**

To challenge students to think critically, communicate effectively, develop values and contribute to society.

1. **CALL TO ORDER**
2. **MISSION STATEMENT**
3. **PUBLIC FORUM** - During this time we welcome interested persons who may wish to present comments, suggestions, or concerns in regard to any programs operated by the school district. However, an item must be included on the Agenda before the Board of Education can officially act upon it.
4. **APPROVE AGENDA**
5. **APPROVE CONSENT AGENDA**
  - a. Minutes from the Regular Meeting on August 14, 2019
  - b. List of Bills
  - c. Financial Reports
  - d. Early Graduation Requests
  - e. Resignations(s)
  - f. Hire(s) – Andrea Hughson as MS volleyball coach, Nathan Leonard as night custodian, and Jennifer Woolfolk as kitchen assistant.
  - g. Transfer(s)
  - h. Termination(s)
6. **COMMUNITY/PROGRAM PRESENTATIONS**
7. **ADMINISTRATIVE UPDATES & REPORTS**
  - a. Eric Dockstader - Secondary Update
  - b. Dan Fox - District/Elementary Update
  - c. Facilities Update
  - d. Legislative Priorities
8. **ACTION ITEMS**
  - a. Notice of Intent to Schedule a Public Hearing Regarding Participation in ISL Program
  - b. Board Policy Review – 1st Reading of Policies 603.2 - 604.10
9. **BUCCANEER BRAG-ABOUT**
10. **STUDENT QUESTIONS**
11. **ADJOURN**

East Buchanan Community School District  
Board Meeting Minutes – August 14, 2019

**Call to Order:** President Greg Schmitt called the meeting to order at 5:00 pm. The board recited the East Buchanan Mission Statement. Members present: Aaron Cook, Scott Cooksley, Greg Schmitt, Chad Staton, and Shawn Stone. Administration present: Dan Fox, Superintendent/Elementary Principal; Eric Dockstader, MS/HS Principal; Teresa Knipper, Business Manager/Board Secretary. Several visitors were present. Motions carried with all ayes unless otherwise noted.

**Public Forum:** None.

**Approve Agenda:** Motion to approve the agenda was made by Cook, second by Staton.

**Approve Consent Agenda:** Motion to approve the Consent Agenda was made by Staton, second by Cooksley. Items included on the Consent Agenda: minutes of the July 10th meeting, financial reports, expenditures listed, resignation of Alyssa Hepke as kitchen assistant, and hiring of Adam Riniker as At Risk Teacher.

**Community/Program Presentations:** Heather Huegel presented information regarding the Spanish class traveling to Mexico in June 2020. Permission was requested to take a school bus to and from Chicago. Motion to approve the trip was made by Staton, second by Cook.

**Administrative Reports:** Dockstader talked about plans for the beginning of the school year with the student council doing an activity in the afternoon on the first day of school. The middle school is also working on setting up a common study hall for the students at the end of the day. Fox discussed the SIAC meeting that was held the night before. The teachers are back on August 19<sup>th</sup> with several meetings and training sessions planned. A facilities update was given on the progress of the west-end gym lights and paging system. There was a discussion about the need for netting at the baseball/softball complex to protect spectators. The election is scheduled for November 5<sup>th</sup>. The deadline for candidates filing is September 20<sup>th</sup>. The district has 3 vacancies on the school board.

**Appointment of Attorney:** Motion was made by Staton, second by Stone to appoint Steve Weidner of Swisher and Cohrt as the district's attorney.

**Annual Treasurer's Report:** Motion was made by Cook, second by Cooksley to approve the annual treasurer's report prepared by Marilyn Steinkamp.

**Open Enrollment Application:** Motion was made by Staton, second by Stone to deny the open enrollment application.

**School Permits:** Fox notified the board that a school permit for a student living within 1 mile was approved by him based on circumstances.

**Board Policy Review** – Motion made by Staton, second by Cook to approve the 1st reading and waive the 2<sup>nd</sup> reading of Policies 600 to 602.4 with recommended changes.

**Buccaneer Brag About** – The board mentioned the East Buchanan students involved at the state fair. Stone thanked the staff for their hard work at getting ready for the school year.

**Student Questions** – None

**Adjourn** – Motion was made by Stone, second by Cooksley to adjourn the meeting at 6:02 pm.

Next regular meeting is scheduled for September 11, 2019 at 5:00 pm.

---

Board Secretary

---

Board President

East Buchanan Community School  
09/06/2019 11:09 AM

Invoice Listing - Summary

Posted - All; Batch Description PPEL-Extra-August 2019; Processing Month 08/2019

Page: 1  
User ID: TMK

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Checking Account ID</u>	<u>Check Number</u>	<u>Invoice Amount</u>
HOGLBUS	HOGLUND BUS CO., INC.	1793	2020 school bus	08/22/2019	08/22/2019	3	1550	86,698.00
NGEINC	N G E INC.	3631-	BATTING CAGE	07/17/2019	08/23/2019	3	1552	9,895.00

Report Total: 96,593.00

Page: 1  
User ID: TMK

Invoice Amount

1,727.88  
5,538.83  
103,252.09  
6,870.00

6,870.00
2,038.84

2,038.84  
2,400.00

5,028.00

19.357 23

1 196 46

Batch Total:

Report Total:

Vendor ID	Vendor Name	Batch Description	Invoice Number	Description	Processing Month	Invoice Date	Checking Account ID	Check Number	Invoice Amount
* ADVASYST	ADVANCED SYSTEMS, INC	General-Sept 2019	699797	COPIER MAINTENANCE	09/2019	09/06/2019			418.94
ADVELIGH	ADVENTURE LIGHTING		088278	ELECTRICAL SUPPLIES		08/29/2019			160.66
ALLIUTIL	ALLIANT ENERGY		20190826	GAS/ELECTRIC		08/19/2019			9,775.56
BARDMATL	Bard Materials		378262	UPKEEP OF GROUNDS		08/24/2019			407.82
BIORAD	BIO-RAD LABORATORIES, INC		903686206	SCIENCE SUPPLIES		09/03/2019			69.54
* BIORAD	BIO-RAD LABORATORIES, INC		903691089	SCIENCE SUPPLIES		09/03/2019			73.21
BLACKHAWK	BLACK HAWK WAST DISP, INC.		665822	GARBAGE		09/03/2019			834.79
CARESAFE	CareerSafe		cs-299668	OSHA course		08/15/2019			75.00
CAROBIOI	CAROLINA BIOLOGICAL SUPPLY CO		50788054	SCIENCE SUPPLIES		08/27/2019			126.46
CDWG	CDW GOVERNMENT, INC		MN1903381	TECH SUPPLIES		08/19/2019			2,000.00
CDWG	CDW GOVERNMENT, INC		TJS4738	TECH SUPPLIES		08/06/2019			98.54
* CHASCARD	CHASE CARD SERVICES		114-4012699-4114629	NURSE AND PE SUPPLIES		08/21/2019			219.23
* CHASCARD	CHASE CARD SERVICES		20190911	EARLY LIT SUPPLIES		08/05/2019			71.97
* CHASCARD	CHASE CARD SERVICES		20190911-0001	LAMINATING FILM		08/12/2019			473.20
* CHASCARD	CHASE CARD SERVICES		20190911-0002	VACUUM CLEANER		08/21/2019			353.99
* CHASCARD	CHASE CARD SERVICES		20190911-0003	BACKGROUND CHECK FEE		08/29/2019			200.00
* CHASCARD	CHASE CARD SERVICES		20190911-0004	HS SCIENCE SUPPLIES		08/22/2019			220.78
* CHASCARD	CHASE CARD SERVICES		3484258	MS BOOKS		08/29/2019			94.12
* CHASCARD	CHASE CARD SERVICES		SO13619221	BLDGS & GROUNDS		08/08/2019			165.25
* CITYLAUN	CITY LAUNDERING CO.		1483894	TRANSPORTATION PURCHASED SERVICE		08/20/2019			39.39
CITYWINT	CITY OF WINTHROP		20190903	WATER/SEWER		08/28/2019			727.35
COMLEC	COMLEC SERVICES, INC.		0469847-IN	BUS RADIO REPAIR		08/29/2019			356.50
COOKMICH	Cooksley, Michelle		20190903	GRAD HOUR REIMBURSEMENT		09/03/2019			500.00
* COPYSYST	COPY SYSTEMS INC		352544	COPIER MAINTENANCE		09/05/2019			173.61
* COPYSYST	COPY SYSTEMS INC		352767	COPIER MAINTENANCE		09/09/2019			251.16
DIAMVOGEL	DIAMOND VOGEL		210182306	PAINT		08/21/2019			94.55
* DONWALT	DON & WALT L.L.C.		74406	MS HOT WATER REPAIR		09/04/2019			328.18
EBTELEPH	EAST BUCHANAN COOP TELEPHONE		20190903	TELEPHONE		09/01/2019			1,712.92
* 3EELECTRIC	ELECTRICAL ENGINEERING & EQUIPMENT CO		6543793-00	ELECTRICAL SUPPLIES		09/11/2019			194.97
* 3EELECTRIC	ELECTRICAL ENGINEERING & EQUIPMENT CO		6543793-01	ELECTRICAL SUPPLIES		09/11/2019			13.35
* 3EELECTRIC	ELECTRICAL ENGINEERING & EQUIPMENT CO		6543793-02	ELECTRICAL SUPPLIES		09/11/2019			85.69
NAPA	ESCHEN TARPY NAPA		866786	Transportation repairs/parts		08/14/2019			55.62
BQ4U	Flaucher, Steve		20190823	PROF DEV EXPENSES		08/20/2019			450.00
* FOLLSOFT	FOLLETT SCHOOL SOLUTIONS, INC.		20190911	LMC BOOKS		09/11/2019			120.01
HAMIHAYL	Hamilton, Hayley		20190828	Purchased Service		08/28/2019			500.00

Invoice Listing - Summary  
Unposted, Batch Description General-Sept 2019

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	Invoice Amount
HAWKBOOK	Hawkeye Bookstore	rc5-00021377	PSEO books	08/28/2019				191.67
HOTLUNCH	HOT LUNCH PROGRAM	20190903	PRESCHOOL SNACKS	09/03/2019				26.29
HOTLUNCH	HOT LUNCH PROGRAM	20190903-0001	PRESCHOOL SNACKS	08/31/2019				387.12
IOWABAND	IOWA BANDMASTERS ASSOCIATION, INC.	20190903	BAND REGISTRATION FEE	09/03/2019				75.00
ICN	IOWA COMMUNICATIONS NETWORK	572588	ICN SERVICES	09/04/2019				113.06
ISFIS	ISFIS	12978	PURCHASED SERVICE	08/11/2019				1,000.00
JWPEPPER	J.W. PEPPER & SON, INC.	170654140	MUSIC	08/14/2019				226.09
*JOHNDEERE	JOHN DEERE FINANCIAL	3261280	BLDGS & GROUNDS	09/11/2019				27.92
*LEHSJESS	Lehs, Jessica	20190911	BOOK	09/07/2019				4.00
MANCMOTO	MANCHESTER CARQUEST	4795-148907	TRANSPORTATION PARTS	08/20/2019				10.78
MCELROYS	MCELROY'S FOOD MARKET	20190904	PROF DEV MEAL	08/31/2019				134.88
MCGRCARPET	McGraw's Carpets	14923	LMC CARPET	08/23/2019				404.73
NEIBA	N.E.I.B.A.	20190903	MEMBERSHIP FEES	09/03/2019				20.00
THENEWS	NEWS, THE	24748	PUBLIC NOTICES/ADVERTISING	08/30/2019				648.42
OELWPUBL	OELWEIN PUBLISHING COMPANY	20190904	ADVERTISING	08/31/2019				225.18
PALMHARD	PALMER HARDWARE	B260008	UPKEEP OF BLDGS & GROUNDS	08/20/2019				10.29
PALMHARD	PALMER HARDWARE	B260284	UPKEEP OF BLDGS & GROUNDS	08/26/2019				53.90
THEPAP	PAPER CORPORATION, THE	162111-00	PAPER	08/19/2019				3,897.60
PITBOWINC	PITNEY BOWES, INC.	3309552401	POSTAGE METER LEASE/SUPPLIES	08/30/2019				364.47
POSTMASTER	POSTMASTER	20190827	NEWSLETTER POSTAGE	08/27/2019	08/27/2019	1	28234	227.53
PREMFURN	Premier Furniture & Equipment LLC	2483	HS CLASSROOM FURNITURE	08/30/2019				4,817.00
PRESTOX	PRESTO-X	4016664	KITCHEN-PEST SERVICE	08/21/2019				61.00
QUILCORP	QUILL CORPORATION	9331616	OFFICE SUPPLIES	08/08/2019				165.75
REALGOOD	REALLY GOOD STUFF	7050542	INSTRUCTIONAL SUPPLIES	08/16/2019				18.22
SCHOBUSS	SCHOOL BUS SALES CO	86215	VAN/BUS REPAIR	08/12/2019				280.40
SCHOBUSS	SCHOOL BUS SALES CO	86610	VAN/BUS REPAIR	08/26/2019				22.86
SCHOBUSS	SCHOOL BUS SALES CO	86780	VAN/BUS REPAIR	08/26/2019				76.00
SCHOBUSS	SCHOOL BUS SALES CO	86882	VAN/BUS REPAIR	09/03/2019				31.42
SCHOBUSS	SCHOOL BUS SALES CO	86969	VAN/BUS REPAIR	08/28/2019				86.27
SCHOSPEC	SCHOOL SPECIALTY INC	208123673679	student planners	08/15/2019				310.50
SCHOSPEC	SCHOOL SPECIALTY INC	208123685804	SUPPLIES	08/16/2019				155.42
SCHOSPEC	SCHOOL SPECIALTY INC	208123685808	supplies	08/16/2019				34.42
SCHOSPEC	SCHOOL SPECIALTY INC	208123685809	supplies	08/16/2019				199.17
SCHOSPEC	SCHOOL SPECIALTY INC	208123685810	SUPPLIES	08/16/2019				8.64
SCHOSPEC	SCHOOL SPECIALTY INC	208123685813	supplies	08/16/2019				23.39
SCHOSPEC	SCHOOL SPECIALTY INC	208123685824	supplies	08/16/2019				97.10
SCHOSPEC	SCHOOL SPECIALTY INC	208123685829	SUPPLIES	08/16/2019				14.93

East Buchanan Community School  
09/11/2019 12:11 PM

Invoice Listing - Summary  
Unposted, Batch Description General-Sept 2019

Page: 3  
User ID: TMK

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	Invoice Amount
SCHOSPEC	SCHOOL SPECIALTY INC	208123685843	supplies	08/16/2019				41.20
SCHOSPEC	SCHOOL SPECIALTY INC	208123685850	SUPPLIES	08/16/2019				27.69
SCHOSPEC	SCHOOL SPECIALTY INC	208123685852	SUPPLIES	08/16/2019				57.49
SCHOSPEC	SCHOOL SPECIALTY INC	208123687755	SUPPLIES	08/16/2019				287.10
SCHOSPEC	SCHOOL SPECIALTY INC	208123697090	magazine rack	08/17/2019				152.20
SCHOSPEC	SCHOOL SPECIALTY INC	208123860973	HS SUPPLIES	09/04/2019				9.64
SCHOSPEC	SCHOOL SPECIALTY INC	308103398739	SUPPLIES	08/19/2019				101.75
SCHOSPEC	SCHOOL SPECIALTY INC	308103401158	SUPPLIES	08/20/2019				23.30
SCHOSPEC	SCHOOL SPECIALTY INC	308103405734	SUPPLIES	08/22/2019				72.53
SCHOSPEC	SCHOOL SPECIALTY INC	308103423969	ELEM SUPPLIES	09/11/2019				296.87
STORKENW	STOREY KENWORTHY	719296	SUPPLIES	08/26/2019				72.59
TEACDIRE	TEACHER DIRECT	INV/2019/30580/25	SUPPLIES	09/03/2019				80.10
TEACSTRA	TEACHING STRATEGIES, LLC	0361622-IN	GOLD online assessment	08/21/2019				574.75
TRIRIVER	TRI RIVERS CONFERENCE	20190903	Conferece Dues	09/03/2019				350.00
USCELL	US CELLULAR	0328092816	Cell Phones	08/28/2019				389.00
WEBEPAPE	WEBER PAPER COMPANY	W034797B	CUSTODIAL/MAINTENANCE SUPPLIES	08/22/2019				19.68
WEEDSON	WEEDS ON FIRE	12701	UPKEEP OF BLDGS & GROUNDS	08/16/2019				1,040.50
WESTMUSI	WEST MUSIC COMPANY	1760968	band resale	09/11/2019				21.00
WINTBUIL	WINTHROP BUILDING SUPPLY	20190904	SUPPLIES	09/03/2019				571.43
WOODCOMM	Woodward Community Media	20190903	ADVERTISING	08/31/2019				128.00

Batch Total:

40,210.60

Report Total:

40,210.60

Batch Description: Activity Invoices - September 2019

Processing Month: 09/2019

Vendor ID: AECREATION A+E CREATIONS

Description: Hair Bows - Dance Team

Sequence: 1 Check Type:

Chart of Account Number Detail Description

21 0000 1400 920 6694 618 DANCE TEAM SUPPLIES

Checking Account ID:

PO Number:

Invoice Date: 08/21/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

147.00

Invoice Number: 82119

Amount: 147.00

Vendor ID: AECREATION A+E CREATIONS

Description: Hair Bows - Dance Clinic

Sequence: 1 Check Type:

Chart of Account Number Detail Description

21 0000 1400 920 6694 618 DANCE TEAM SUPPLIES

Checking Account ID:

PO Number:

Invoice Date: 09/02/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

288.00

Invoice Number: 82819

Amount: 288.00

Vendor ID: ARMERAY ARMEL, RAY

Description: JV/V FB Official - 8/30/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 345 ATHLETICS OFFICIALS

Checking Account ID:

PO Number:

Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 150.00

Check Number: 12086 Check Date: 09/05/2019

Detail Amount 1099 Detail Amount Asset/Asset Tag

150.00

Invoice Number: 83019

Amount: 150.00

Vendor ID: BLOOFARM BLOOMSBURY FARM

Description: 1st Grade Field Trip

Sequence: 1 Check Type:

Chart of Account Number Detail Description

21 0000 1400 950 7050 899 ELEM. ST. COUNCIL MISC. EXPENSE

Checking Account ID:

PO Number:

Invoice Date: 08/28/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

180.00

Invoice Number: 149

Amount: 180.00

Vendor ID: CASCADE CASCADE HIGH SCHOOL

Description: VB Entry Fee - 8/31/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 810 ATHLETICS DUES AND FEES

Checking Account ID:

PO Number:

Invoice Date: 08/27/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 0.00

Check Number: 12096 Check Date: 09/05/2019

Detail Amount 1099 Detail Amount Asset/Asset Tag

80.00

Invoice Number: 82719

Amount: 80.00

Vendor ID: BRITCHAR CHARLES BRITTAIN

Description: Assigning Football/Basketball Officials

Sequence: 1 Check Type:

Chart of Account Number Detail Description

21 0000 1400 920 6600 340 ATHLETICS PURCHASED SERVICES

Checking Account ID:

PO Number:

Invoice Date: 08/23/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

400.00

Invoice Number: 201920

Amount: 400.00

Vendor ID: CHASCARD CHASE CARD SERVICES

Description: Class of 2023 Lanyards

Sequence: 1 Check Type:

Chart of Account Number Detail Description

21 0000 1400 950 7011 618 HS STUDENT COUNCIL SUPPLIES

Checking Account ID:

PO Number:

Invoice Date: 08/13/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

90.25

Invoice Number: 220396906

Amount: 90.25

Vendor ID: CHASCARD CHASE CARD SERVICES

Description: National FFA Convention Registration

Checking Account ID:

PO Number:

Invoice Date: 08/30/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Detail Amount 1099 Detail Amount Asset/Asset Tag

65.00

Invoice Number: AC2019

Amount: 65.00



Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 950 7026 899	Chart of Account Number	Detail Description	FFA OTHER EXPENSES			65.00	N		
Vendor ID: CHASCARD CHASE CARD SERVICES									
Description: U of I Spirit Day Registration									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6694 899	Chart of Account Number	Detail Description	DANCE TEAM OTHER EXPENSE			67.70	N		
Vendor ID: COOKMATT COOK, MATTHEW									
Description: FB Security - 8/30/19									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6600 340	Chart of Account Number	Detail Description	ATHLETICS PURCHASED SERVICES			92.50	N		
Vendor ID: DESIUNLI DESIGNS UNLIMITED									
Description: Football Camp Shirts									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6720 618	Chart of Account Number	Detail Description	FOOTBALL SUPPLIES			792.00	N		
Vendor ID: DESIUNLI DESIGNS UNLIMITED									
Description: Football Camp Shirts									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6720 618	Chart of Account Number	Detail Description	FOOTBALL SUPPLIES			100.00	N		
Vendor ID: DESIUNLI DESIGNS UNLIMITED									
Description: FFA Chapter Shirts									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 950 7026 618	Chart of Account Number	Detail Description	FFA SUPPLIES			100.00	N		
Vendor ID: DESIUNLI DESIGNS UNLIMITED									
Description: Dance Team T-Shirts									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6694 618	Chart of Account Number	Detail Description	DANCE TEAM SUPPLIES			408.00	N		
Vendor ID: DESIUNLI DESIGNS UNLIMITED									
Description: Volleyball Shirts									
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
21 0000 1400 920 6815 618	Chart of Account Number	Detail Description	VOLLEYBALL SUPPLIES			1,413.00	N		

\*

\* Vendor ID: DESIUNLI DESIGNS UNLIMITED

Description: Cheer Shirts

Sequence: 1 Check Type:

Chart of Account Number

21 0000 1400 920 6693 618

Checking Account ID:

CHEERLEADING CLUB SUPPLIES

PO Number: Invoice Number: 10070 Amount: 140.00

Invoice Date: 09/10/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

140.00 N

Vendor ID: DIAMVOGEL DIAMOND VOGEL

Description: Red Field Marking Paint

Sequence: 1 Check Type:

Chart of Account Number

21 0000 1400 920 6600 618

Checking Account ID:

ATHLETICS SUPPLIES

PO Number: Invoice Number: 210182501 Amount: 74.35

Invoice Date: 08/26/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

74.35 N

Vendor ID: GENFUND GENERAL FUND

Description: JV VB Official - 8/29/19 - Lee White

Sequence: 1 Check Type: Check

Chart of Account Number

21 0000 1400 920 6600 345

Checking Account ID:

ATHLETICS OFFICIALS

PO Number: Invoice Number: 82919 Amount: 95.00

Invoice Date: 08/29/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 0.00

Check Number: 12088 Check Date: 09/05/2019

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

95.00 N

\* Vendor ID: GENFUND GENERAL FUND

Description: JV VB Official - 9/10/19 - Lee White

Sequence: 1 Check Type:

Chart of Account Number

21 0000 1400 920 6600 345

Checking Account ID:

ATHLETICS OFFICIALS

PO Number: Invoice Number: 91019 Amount: 90.00

Invoice Date: 09/10/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

90.00 N

\* Vendor ID: GERBDUST GERBRACHT, DUSTIN

Description: FB Medical Crew - 8/30/19

Sequence: 1 Check Type: Check

Chart of Account Number

21 0000 1400 920 6600 340

Checking Account ID:

ATHLETICS PURCHASED SERVICES

PO Number: Invoice Number: 83019 Amount: 25.00

Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 25.00

Check Number: 12089 Check Date: 09/05/2019

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

25.00 N

Vendor ID: GRAPEDGE GRAPHIC EDGE, THE

Description: Under Armour Rival Polo - FB Coaches

Sequence: 1 Check Type:

Chart of Account Number

21 0000 1400 920 6720 618

Checking Account ID:

FOOTBALL SUPPLIES

PO Number: Invoice Number: 1345059 Amount: 219.99

Invoice Date: 08/20/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

219.99 N

Vendor ID: GRAPEDGE GRAPHIC EDGE, THE

Description: Under Armour Visor - FB Coaches

Sequence: 1 Check Type:

Chart of Account Number

21 0000 1400 920 6720 618

Checking Account ID:

FOOTBALL SUPPLIES

PO Number: Invoice Number: 1345063 Amount: 159.22

Invoice Date: 08/20/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

159.22 N

Vendor ID: HOTLUNCH HOT LUNCH PROGRAM

Description: Elementary Snack Tickets

Sequence: 1 Check Type:

PO Number: Invoice Number: 508 Amount: 120.00

Invoice Date: 08/23/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Invoice Listing - Detail  
Activity Invoices - September 2019

<u>Chart of Account Number</u> 21 0000 1400 950 7053 618	<u>Detail Description</u> BREAKFAST CLUB SUPPLIES	<u>Cost Center ID</u> N	<u>Detail Amount</u> 120.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 82019</u> Invoice Date: 08/31/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 34.50 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 34.50
<u>Vendor ID: HOTLUNCH</u> Description: Milk/Juice - MS Juice Break Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 950 7040 618	<u>Detail Description</u> MS STUDENT COUNCIL SUPPLIES	<u>Cost Center ID</u> N	<u>Detail Amount</u> 34.50	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 82019</u> Invoice Date: 08/31/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 34.50 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 34.50
<u>Vendor ID: HUDL</u> Description: HS Sports Subscription 10/6/19-10/5/20 Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 920 6600 899	<u>Detail Description</u> ATHLETICS OTHER EXPENSE	<u>Cost Center ID</u> N	<u>Detail Amount</u> 1,999.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 00639016</u> Invoice Date: 08/22/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 1,999.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 1,999.00
<u>Vendor ID: IHSMA</u> Description: All-State Registrations Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 910 6210 810	<u>Detail Description</u> MUSIC CLUB DUES & FEES	<u>Cost Center ID</u> N	<u>Detail Amount</u> 92.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 319</u> Invoice Date: 09/09/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 92.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 92.00
<u>Vendor ID: IHSADA</u> Description: Membership/State Convention Registration Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 920 6600 810	<u>Detail Description</u> ATHLETICS DUES AND FEES	<u>Cost Center ID</u> N	<u>Detail Amount</u> 260.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 1920</u> Invoice Date: 08/26/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 260.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 260.00
<u>Vendor ID: IHSSA</u> Description: Membership Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 910 6120 899	<u>Detail Description</u> SPEECH OTHER EXPENSE	<u>Cost Center ID</u> N	<u>Detail Amount</u> 50.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 19-20</u> Invoice Date: 09/04/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00 Check Number: Check Date: <u>Detail Amount</u> 50.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 50.00
<u>Vendor ID: JACOROB</u> Description: JVV FB Official/Mileage - 8/30/19 Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 920 6600 345	<u>Detail Description</u> ATHLETICS OFFICIALS	<u>Cost Center ID</u> N	<u>Detail Amount</u> 175.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 83019</u> Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 175.00 Check Number: 12090 Check Date: 09/05/2019 <u>Detail Amount</u> 175.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 175.00
<u>Vendor ID: JACOMIKE</u> Description: JVV FB Official - 8/30/19 Sequence: 1 Check Type: <u>Chart of Account Number</u> 21 0000 1400 920 6600 345	<u>Detail Description</u> ATHLETICS OFFICIALS	<u>Cost Center ID</u> N	<u>Detail Amount</u> 150.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> In Full	<u>Invoice Number: 83019</u> Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 150.00 Check Number: 12091 Check Date: 09/05/2019 <u>Detail Amount</u> 150.00 <u>1099 Detail Amount</u> N <u>Asset/Asset Tag</u> In Full	<u>Amount:</u> 150.00

**Vendor ID: JOHALANE** JOHANSEN, LANE

Description: JV/VB Official - 8/30/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 345 ATHLETICS OFFICIALS

**PO Number:**

Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 150.00

Check Number: 12092 Check Date: 09/05/2019

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

2 150.00 150.00 N

**Invoice Number: 83019**

**Amount:**

**150.00**

**Vendor ID: KOOHMATT** KOOHY, MATT

Description: FB Medical Crew - 8/30/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 340 ATHLETICS PURCHASED SERVICES

**PO Number:**

Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 0.00

Check Number: 12093 Check Date: 09/05/2019

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

2 25.00 N

**Invoice Number: 83019**

**Amount:**

**25.00**

**Vendor ID: MARTBROT** MARTIN BROTHERS

Description: Snacks - MS Juice Break

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 950 7040 618 MS STUDENT COUNCIL SUPPLIES

**PO Number:**

Invoice Date: 08/28/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

222.05 N

**Invoice Number: 8016121**

**Amount:**

**222.05**

**Vendor ID: MFL** MFL MARMAC SCHOOLS

Description: Cross Country Entry Fee - 9/5/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 810 ATHLETICS DUES AND FEES

**PO Number:**

Invoice Date: 09/05/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

25.00 N

**Invoice Number: 9519**

**Amount:**

**25.00**

**Vendor ID: MONTSPOR** MONTICELLO SPORTS

Description: Volleyball Jerseys

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6815 618 VOLLEYBALL SUPPLIES

**PO Number:**

Invoice Date: 09/04/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

3,510.00 N

**Invoice Number: 090419-2**

**Amount:**

**3,510.00**

**Vendor ID: MONTSPOR** MONTICELLO SPORTS

Description: JH Football Pants

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 618 ATHLETICS SUPPLIES

**PO Number:**

Invoice Date: 09/06/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

60.00 N

**Invoice Number: 090519-18**

**Amount:**

**60.00**

**Vendor ID: MURPHBOB** MURPHY, BOB

Description: JV VB Official - 8/29/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 345 ATHLETICS OFFICIALS

**PO Number:**

Invoice Date: 08/29/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 95.00

Check Number: 12094 Check Date: 09/05/2019

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

95.00 95.00 N

**Invoice Number: 82919**

**Amount:**

**95.00**

**Vendor ID: PIERASHL** PIERCE, ASHLEY

Description: JV VB Official - 9/10/19

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

21 0000 1400 920 6600 345 ATHLETICS OFFICIALS

**PO Number:**

Invoice Date: 09/10/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 95.00

Check Number: Check Date:

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag

95.00 95.00 N

**Invoice Number: 91019**

**Amount:**

**95.00**

Invoice Listing - Detail  
Activity Invoices - September 2019

Chart of Account Number  
21 0000 1400 920 6600 345

Detail Description  
ATHLETICS OFFICIALS

Cost Center ID  
95.00

Detail Amount 1099 Detail Amount Asset/Asset Tag  
95.00 N

**Vendor ID: RIDDELL** RIDDELL ALL AMERICAN

Description: Football Jerseys  
Sequence: 1 Check Type:  
Chart of Account Number  
21 0000 1400 920 6720 618

Detail Description  
FOOTBALL SUPPLIES

**PO Number:**  
Invoice Date: 08/19/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 161.07

Detail Amount 1099 Detail Amount Asset/Asset Tag  
0.00 N

Amount: 161.07

**Vendor ID: SLIFRICK** SLIFKA, RICK

Description: JV/V FB Official - 8/30/19  
Sequence: 1 Check Type: Check  
Chart of Account Number  
21 0000 1400 920 6600 345

Detail Description  
ATHLETICS OFFICIALS

**PO Number:**  
Invoice Date: 08/30/2019 Due Date: 09/05/2019 Status: PP 1099 Amount: 150.00  
Check Number: 12095  
Cost Center ID 150.00

Detail Amount 1099 Detail Amount Asset/Asset Tag  
150.00 N

Amount: 150.00

**\* Vendor ID: SPRINGVI** SPRINGVILLE COMM. SCHOOL

Description: Cross Country Entry Fee - 9/10/19  
Sequence: 1 Check Type:  
Chart of Account Number  
21 0000 1400 920 6600 810

Detail Description  
ATHLETICS DUES AND FEES

**PO Number:**  
Invoice Date: 09/10/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 40.00

Detail Amount 1099 Detail Amount Asset/Asset Tag  
N

Amount: 40.00

**Vendor ID: VARSSPIR** VARSITY SPIRIT FASHIONS

Description: Cheerleading Uniforms  
Sequence: 1 Check Type:  
Chart of Account Number  
21 0000 1400 920 6600 518

Detail Description  
ATHLETICS SUPPLIES

**PO Number:**  
Invoice Date: 08/30/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 4,138.10

Detail Amount 1099 Detail Amount Asset/Asset Tag  
N

Amount: 4,138.10

Batch 1099 Total: 1,082.50

Batch Total: 16,728.73

Report 1099 Total: 1,082.50

Report Total: 16,728.73

Invoice Listing - Detail  
Activity Extra Invoices - August 2019

East Buchanan Community School  
09/03/2019 8:16 AM

Batch Description: Activity Extra Invoices - August 2019		Processing Month: 08/2019		
<b>Vendor ID: CITIZENS</b>	<b>CSB-CASH</b>	<b>PO Number:</b>	<b>Invoice Number: 82019</b>	<b>Amount:</b>
Description: Change for Computer Rollout		Invoice Date: 08/20/2019	Due Date: 08/21/2019	Status: PP 1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 2	Check Number: 12081	Check Date: 08/21/2019
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>
21 0000 1400 950 7025 899	TECHNOLOGY OTHER EXPENSE		200.00	N
<b>Vendor ID: CITIZENS</b>	<b>CSB-CASH</b>	<b>PO Number:</b>	<b>Invoice Number: 82819</b>	<b>Amount:</b>
Description: Gate Change - Volleyball/Football		Invoice Date: 08/28/2019	Due Date: 08/30/2019	Status: PP 1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 2	Check Number: 12082	Check Date: 08/28/2019
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>
21 0000 1400 920 6600 618	ATHLETICS SUPPLIES		740.00	N
<b>Vendor ID: EDUCPROD</b>	<b>EDUCATIONAL PRODUCTS, INC.</b>	<b>PO Number:</b>	<b>Invoice Number: B002383736</b>	<b>Amount:</b>
Description: Elementary School Supplies		Invoice Date: 08/12/2019	Due Date: 08/30/2019	Status: PP 1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 2	Check Number: 12085	Check Date: 08/30/2019
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>
21 0000 1400 950 7049 618	PBIS SUPPLIES		908.73	N
<b>Vendor ID: LISBON</b>	<b>LISBON COMMUNITY SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 82719</b>	<b>Amount:</b>
Description: V VB Entry Fee - 8/27/19		Invoice Date: 08/27/2019	Due Date: 08/28/2019	Status: PP 1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 2	Check Number: 12083	Check Date: 08/28/2019
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>
21 0000 1400 920 6600 810	ATHLETICS DUES AND FEES		90.00	N
<b>Vendor ID: NASSP</b>	<b>NASSP</b>	<b>PO Number:</b>	<b>Invoice Number: 00014303</b>	<b>Amount:</b>
Description: NHS Membership		Invoice Date: 08/21/2019	Due Date: 08/28/2019	Status: PP 1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 2	Check Number: 12084	Check Date: 08/28/2019
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>
21 0000 1400 950 7013 899	NHS MISC. EXPENSE		385.00	N
Batch 1099 Total:			0.00	Batch Total: 2,323.73
Report 1099 Total:			0.00	Report Total: 2,323.73

Batch Description: Nutrition Invoices - September 2019

Processing Month: 09/2019

Vendor ID: CHASCARD CHASE CARD SERVICES

Invoice Number: 01086G Amount: 65.79

Description: Slider/Hamburger Buns - Fareway

Invoice Date: 09/10/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type:

Check Number: Check Date:

Chart of Account Number Detail Description

Detail Amount 1099 Detail Amount Asset/Asset Tag

61 0000 3110 000 0000 631 Food Purchased

In Full

Vendor ID: EARTHGRAIN EARTHGRAINS BAKING COMPANY

Invoice Number: 819 Amount: 231.36

Description: Bread

Invoice Date: 08/31/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type:

Check Number: Check Date:

Chart of Account Number Detail Description

Detail Amount 1099 Detail Amount Asset/Asset Tag

61 0000 3110 000 0000 631 Food Purchased

In Full

Vendor ID: MARTBROT MARTIN BROTHERS

Invoice Number: 819 Amount: 9,134.22

Description: Food/Supplies/Fee

Invoice Date: 08/31/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type:

Check Number: Check Date:

Chart of Account Number Detail Description

Detail Amount 1099 Detail Amount Asset/Asset Tag

61 0000 3110 000 0000 631 Food Purchased

7,569.81

61 0000 3110 000 0000 618 General Supplies

1,396.21

61 0000 3110 000 0000 632 Other Expenses

168.20

In Full

Vendor ID: PRAIFARM PRAIRIE FARMS DAIRY, INC.

Invoice Number: 83119 Amount: 943.76

Description: Milk/Juice

Invoice Date: 08/31/2019 Due Date: 09/11/2019 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type:

Check Number: Check Date:

Chart of Account Number Detail Description

Detail Amount 1099 Detail Amount Asset/Asset Tag

61 0000 3110 000 0000 631 Food Purchased

943.76

In Full

Batch 1099 Total: 0.00

Batch Total: 10,375.13

Report 1099 Total: 0.00

Report Total: 10,375.13

Activity Fund Balance Report - Summary - Include Encumbrances  
08/2019 - 08/2019

East Buchanan Community School  
09/03/2019 12:43 PM  
Fund: 21 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
21 0000 729 000	Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 6111 729 910	DRAMA	12,554.06	0.00	0.00	0.00	0.00	0.00	12,554.06
21 6120 729 910	SPEECH	6.21	0.00	63.35	0.00	0.00	0.00	69.56
21 6210 729 910	MUSIC CLUB	1,061.36	0.00	60.82	0.00	0.00	0.00	1,122.18
21 6220 729 910	PEP BAND	1,260.27	0.00	60.82	0.00	0.00	0.00	1,321.09
21 6221 729 910	MUSIC TRIP	7,893.50	0.00	750.00	0.00	0.00	0.00	8,643.50
21 6222 729 910	COLOR GUARD	775.15	0.00	0.00	0.00	0.00	0.00	775.15
21 6600 729 920	ATHLETICS	14,561.35	7,275.97	3,555.00	0.00	0.00	0.00	10,840.38
21 6693 729 920	CHEERLEADING	1,542.16	0.00	294.99	0.00	0.00	0.00	1,837.15
21 6694 729 920	DANCE TEAM	3,798.72	15.00	1,342.00	0.00	0.00	0.00	5,125.72
21 6710 729 920	BOYS' BASKETBALL	1,733.97	0.00	0.00	0.00	0.00	0.00	1,733.97
21 6720 729 920	FOOTBALL	8,217.12	3,277.17	2,264.21	0.00	0.00	0.00	7,204.16
21 6730 729 920	BASEBALL	567.00	0.00	0.00	0.00	0.00	0.00	567.00
21 6740 729 920	BOYS' TRACK	828.44	0.00	0.00	0.00	0.00	0.00	828.44
21 6760 729 920	BOYS' GOLF	1,092.67	0.00	0.00	0.00	0.00	0.00	1,092.67
21 6790 729 920	WRESTLING	353.32	0.00	0.00	0.00	0.00	0.00	353.32
21 6810 729 920	GIRLS BASKETBALL	710.55	0.00	0.00	0.00	0.00	0.00	710.55
21 6815 729 920	VOLLEYBALL	3,999.27	0.00	1,978.66	0.00	0.00	0.00	5,977.93
21 6835 729 920	SOFTBALL	491.22	0.00	0.00	0.00	0.00	0.00	491.22
21 6840 729 920	GIRLS TRACK	393.27	0.00	0.00	0.00	0.00	0.00	393.27
21 6860 729 920	GIRLS' GOLF	216.93	0.00	0.00	0.00	0.00	0.00	216.93
21 7010 729 950	FBLA	14.75	0.00	1,127.25	0.00	0.00	0.00	1,142.00
21 7011 729 950	HS STUDENT COUNCIL	475.35	0.00	291.95	0.00	0.00	0.00	767.30
21 7012 729 950	SPANISH CLUB	69.53	0.00	0.00	0.00	0.00	0.00	69.53
21 7013 729 950	NHS	412.50	385.00	118.70	0.00	0.00	0.00	146.20
21 7015 729 950	FEED STORE	175.04	0.00	0.00	0.00	0.00	0.00	175.04
21 7016 729 950	FITNESS CLUB	72.50	0.00	0.00	0.00	0.00	0.00	72.50
21 7017 729 950	SHOP CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 7018 729 950	LIBRARY CLUB	472.66	0.00	0.00	0.00	0.00	0.00	472.66
21 7020 729 950	NEWSPAPER	1,386.84	0.00	0.00	0.00	0.00	0.00	1,386.84
21 7021 729 950	ROBOTICS CLUB	184.83	0.00	0.00	0.00	0.00	0.00	184.83
21 7025 729 950	TECHNOLOGY	906.97	200.00	0.00	0.00	0.00	0.00	706.97
21 7026 729 950	FFA	18,857.97	0.00	130.00	0.00	0.00	0.00	18,987.97
21 7027 729 950	ART CLUB	1,000.00	0.00	60.81	0.00	0.00	0.00	1,060.81
21 7040 729 950	MS STUDENT COUNCIL	519.41	0.00	48.00	0.00	0.00	0.00	567.41
21 7041 729 950	SOUND SYSTEM	1,026.50	0.00	0.00	0.00	0.00	0.00	1,026.50
21 7042 729 950	TRAPSHOOTING	2,663.94	0.00	0.00	0.00	0.00	0.00	2,663.94
21 7043 729 950	LIL BUC B-BASKETBALL	763.91	0.00	0.00	0.00	0.00	0.00	763.91
21 7048 729 950	BUC ANGEL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 7049 729 950	PBIS	5,058.65	960.98	0.00	0.00	0.00	0.00	4,097.67



Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
21 7050 729 950	ELEM. ST. COUNCIL	4,439.92	345.30	46.00	0.00	0.00	0.00	4,140.62
21 7051 729 950	CAMP WAPSIE	7,293.05	0.00	0.00	0.00	0.00	0.00	7,293.05
21 7052 729 950	EB HOOPSTERS CLUB	1,187.78	0.00	0.00	0.00	0.00	0.00	1,187.78
21 7053 729 950	BREAKFAST CLUB	1,369.86	0.00	0.00	0.00	0.00	0.00	1,369.86
21 7075 729 950	CLASS OF 2020	2,944.61	0.00	114.89	0.00	0.00	0.00	3,059.50
21 7076 729 950	CLASS OF 2021	1,303.54	0.00	0.00	0.00	0.00	0.00	1,303.54
21 7077 729 950	CLASS OF 2022	521.08	0.00	10.00	0.00	0.00	0.00	531.08
21 7078 729 950	CLASS OF 2023	585.00	0.00	0.00	0.00	0.00	0.00	585.00
21 7079 729 950	CLASS OF 2024	385.00	0.00	0.00	0.00	0.00	0.00	385.00
21 7080 729 950	CLASS OF 2025	210.00	0.00	0.00	0.00	0.00	0.00	210.00
21 8000 729 910	ANNUAL	8,191.42	551.75	35.00	0.00	0.00	0.00	7,674.67
21 8001 729 910	BUCCANEER CLUB	3,111.51	0.00	0.00	0.00	0.00	0.00	3,111.51
21 8002 729 910	THE BUCCANEER NETWORK	1,533.81	0.00	0.00	0.00	0.00	0.00	1,533.81
21 8004 729 910	INTEREST	122.65	0.00	121.68	0.00	0.00	0.00	244.33
Fund Total: 21		129,317.12	13,011.17	12,474.13	0.00	0.00	0.00	128,780.08

MONTH	BUS ROUTE MILES	BUS ADMIN. MILES	BUS SPECIAL ED. MILES	BUS ACTIVITY MILES	BUS CUSTODIAL MILES	BUS TRANSP. MILES	BUS DRIVERS ED MILES	BUS OTHER MILES	BUS MISC. MILES	BUS TOTAL MILES
JULY	0	0	0	617	0	0	0	0	0	617
AUGUST	2,368	0	0	335	0	14	0	0	0	2,717
SEPTEMBER										
OCTOBER										
NOVEMBER										
DECEMBER										
JANUARY										
FEBRUARY										
MARCH										
APRIL										
MAY										
JUNE										
TOTAL	2,368	-	-	952	-	14	-	-	-	3,334

**EAST BUCHANAN SCHOOL**  
**MILEAGE REPORT**  
**2019-2020**

MONTH	VAN/CAR ROUTE MILES	VAN/CAR ADMIN. MILES	VAN/CAR SPECIAL ED. MILES	VAN/CAR ACTIVITY MILES	VAN/CAR CUSTODIAL MILES	VAN/CAR TRANSP. MILES	VAN/CAR DRIVERS ED MILES	VAN/CAR OTHER MILES	VAN/CAR MISC. MILES	VAN/CAR TOTAL MILES
JULY	0	838	867	838	184	25	1,936	546	92	5,326
AUGUST	0	385	601	1,296	201	0	0	64	0	2,547
SEPTEMBER										
OCTOBER										
NOVEMBER										
DECEMBER										
JANUARY										
FEBRUARY										
MARCH										
APRIL										
MAY										
JUNE										
TOTAL	-	1,223	1,468	2,134	385	25	1,936	610	92	7,873
BUS/VAN TOTAL	2,368	1,223	1,468	3,086	385	39	1,936	610	92	11,207

## GASOLINE/DIESEL EXPENSE REPORT

MONTH	GALS. GAS PURCH.	COST PER GAL.	COST GAS PURCH.	GALS. DIESEL PURCH.	COST PER GAL.	COST DIESEL PURCH.	TOTAL COST GAS/DIESEL PURCHASED	GALS. GAS CONS.	COST GAS CONS.	GALS. DIESEL CONS.	COST DIESEL CONS.	TOTAL COST GAS/DIESEL CONSUMED
JULY	945.000	\$ 2.287	\$ 2,161.31	481.000	\$ 2.188	\$ 1,052.23	\$ 3,213.54	274.000	\$ 512.31	72.000	\$ 157.51	\$ 669.82
AUG.	-	\$ 2.287	\$ -	-	\$ 2.188	\$ -	\$ -	240.000	\$ 548.88	395.000	\$ 864.26	\$ 1,413.14
SEPT.												
OCT.												
NOV.												
DEC.												
JAN.												
FEB.												
MARCH												
APR.												
MAY												
JUNE												
TOTALS	945.000		\$2,161.31	481.000		\$1,052.23	\$3,213.54	514.000	\$1,061.19	467.000	\$1,021.77	\$2,082.96

**RECEIPTS**

	MONTH	PRIOR RECEIPT	YEAR TO DATE
Student Breakfast	\$376.30	\$0.00	\$376.30
Student Lunch	\$11,265.90	\$1,184.81	\$12,450.71
Adult Breakfast	\$11.25	\$0.00	\$11.25
Adult Lunch	\$112.50	\$0.00	\$112.50
Alacarte	\$1,587.80	\$0.00	\$1,587.80
Snacks	\$1,392.00	\$0.00	\$1,392.00
Federal Breakfast	\$0.00	\$3,543.62	\$3,543.62
Federal Lunch	\$0.00	\$13,410.38	\$13,410.38
State Breakfast	\$0.00	\$239.38	\$239.38
State Lunch	\$0.00	\$707.19	\$707.19
Other Revenues	\$0.00	-\$9.09	-\$9.09
Other Purchased Services	-\$81.08	\$0.00	-\$81.08
Interest	\$53.08	\$54.59	\$107.67
<b>TOTAL INCOME</b>	<b>\$14,717.75</b>	<b>\$19,130.88</b>	<b>\$33,848.63</b>

**EXPENDITURES**

	MONTH	PRIOR EXPENSE	YEAR TO DATE
Food	\$0.00	\$0.00	\$0.00
Commodities	\$0.00	\$0.00	\$0.00
Supplies	\$60.50	\$0.00	\$60.50
Purchased Services	\$0.00	\$0.00	\$0.00
Equipment	\$0.00	\$0.00	\$0.00
Travel	\$0.00	\$0.00	\$0.00
Other Expenses	\$30.00	\$0.00	\$30.00
Cooks Salaries	\$7,774.88	\$7,082.25	\$14,857.13
Benefits	\$2,325.86	\$3,390.12	\$5,715.98
<b>TOTAL EXPENDITURES</b>	<b>\$10,191.24</b>	<b>\$10,472.37</b>	<b>\$20,663.61</b>

**BALANCE**

	0	PRIOR BALANCE	YEAR TO DATE
Beginning Balance	\$0.00	\$41,083.78	\$41,083.78
Income	\$14,717.75	\$19,130.88	\$33,848.63
Expenditures	\$10,191.24	\$10,472.37	\$20,663.61
<b>FUND BALANCE</b>	<b>\$4,526.51</b>	<b>\$49,742.29</b>	<b>\$54,268.80</b>

**MEALS SERVED**

	MONTH	PRIOR BALANCE	YEAR TO DATE
Paid Student Breakfasts	276	0	276
Reduced Student Breakfasts	71	0	71
Free Student Breakfasts	391	0	391
Second Breakfasts	26	0	26
Adult Breakfasts	9	0	9
Student Guest Breakfasts	0	0	0
Complimentary Breakfasts	0	0	0
<b>TOTAL BREAKFASTS SERVED</b>	<b>773</b>	<b>0</b>	<b>773</b>

Paid Student Lunches	1,491	0	1,491
Reduced Student Lunches	228	0	228
Free Student Lunches	919	0	919
Second Lunches	2	0	2
Adult Lunches	37	0	37
Student Guest Lunches	0	0	0
Complimentary Lunches	0	0	0
<b>TOTAL LUNCHES SERVED</b>	<b>2,677</b>	<b>0</b>	<b>2,677</b>

**PAID**  
378

**FREE**  
183

**REDUCED**  
52

**TOTAL**  
613

2019-2020

East Buchanan

Hot Lunch  
Report**DAYS MEALS SERVED**

July	0
August	6
September	0
October	0
November	0
December	0
January	0
February	0
March	0
April	0
May	0
June	0
<b>TOTALS</b>	<b>6</b>

August 30, 2019

East Buchanan Community School District  
Cash Summary Report

	<u>June 2019</u>	<u>July 2019</u>	<u>August 2019</u>
<b>10-GENERAL FUND</b>			
Beginning Balance	\$ 3,009,319.17	\$ 2,960,854.33	\$ 2,539,481.83
Revenue	\$ 603,813.75	\$ 103,813.30	\$ 226,313.05
Expenditures	\$ 673,517.54	\$ 525,185.80	\$ 775,378.98
Ending Balance	\$ 2,939,615.38	\$ 2,539,481.83	\$ 1,990,415.90
Adjustment to balance	\$ 21,238.95		
<b>21-ACTIVITY FUND</b>			
Beginning Balance	\$ 149,343.89	\$ 127,281.21	\$ 129,317.12
Revenue	\$ 11,636.94	\$ 2,775.91	\$ 22,517.15
Expenditures	\$ 33,699.62	\$ 740.00	\$ 23,054.19
Ending Balance	\$ 127,281.21	\$ 129,317.12	\$ 128,780.08
<b>22-MANAGEMENT FUND</b>			
Beginning Balance	\$ 412,351.39	\$ 389,427.50	\$ 292,853.48
Revenue	\$ 1,504.26	\$ 707.14	\$ -
Expenditures	\$ 3,189.20	\$ 97,281.16	\$ 3,050.80
Ending Balance	\$ 410,666.45	\$ 292,853.48	\$ 289,802.68
Adjustment to balance	\$ (21,238.95)		
<b>31-GO BONDS</b>			
Beginning Balance	\$ 208,896.71	\$ 208,028.97	\$ 208,165.81
Revenue	\$ 132.26	\$ 136.84	\$ 137.01
Expenditures	\$ 1,000.00	\$ -	\$ 1,800.00
Ending Balance	\$ 208,028.97	\$ 208,165.81	\$ 206,502.82
<b>33-SAVE</b>			
Beginning Balance	\$ 786,576.90	\$ 787,619.29	\$ 586,205.11
Revenue	\$ 1,042.39	\$ 925.82	\$ 901.08
Expenditures	\$ -	\$ 202,340.00	\$ -
Ending Balance	\$ 787,619.29	\$ 586,205.11	\$ 587,106.19
<b>36-PPEL</b>			
Beginning Balance	\$ 395,594.76	\$ 431,210.20	\$ 400,331.97
Revenue	\$ 36,045.11	\$ 1,826.96	\$ 5,848.57
Expenditures	\$ 429.67	\$ 32,705.19	\$ 102,313.10
Ending Balance	\$ 431,210.20	\$ 400,331.97	\$ 303,867.44
<b>40-DEBT SERVICE</b>			
Beginning Balance	\$ 480,924.61	\$ 485,244.14	\$ 486,151.97
Revenue	\$ 4,319.53	\$ 907.83	\$ -
Expenditures	\$ -	\$ -	\$ -
Ending Balance	\$ 485,244.14	\$ 486,151.97	\$ 486,151.97
<b>61-NUTRITION FUND</b>			
Beginning Balance	\$ 59,502.24	\$ 41,083.78	\$ 49,742.29
Revenue	\$ 6,495.70	\$ 19,145.13	\$ 14,798.83
Expenditures	\$ 24,914.16	\$ 10,486.62	\$ 10,272.32
Ending Balance	\$ 41,083.78	\$ 49,742.29	\$ 54,268.80

*Adjustments:*

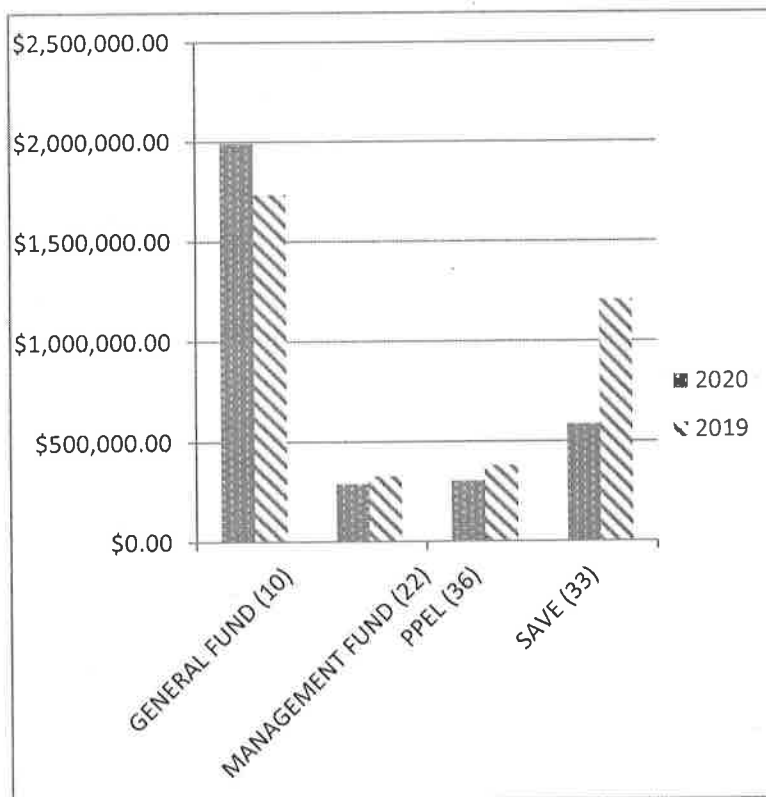
*\$21,238.95 - interfund transfer for retiree paid health insurance*

# CASH SUMMARY REPORT

## EAST BUCHANAN COMMUNITY SCHOOL

### August 2019

Fund Description	Beginning	Revenues	Expenditures	FY20 Ending	FY19 End Balance	Difference
GENERAL FUND (10)	\$2,539,481.83	\$226,313.05	\$775,378.98	\$1,990,415.90	\$1,734,907.94	\$255,507.96
MANAGEMENT FUND (22)	\$292,853.48	\$0.00	\$3,050.80	\$289,802.68	\$327,377.27	(\$37,574.59)
PPEL (36)	\$400,331.97	\$5,848.57	\$102,313.10	\$303,867.44	\$381,095.02	(\$77,227.58)
SAVE (33)	\$586,205.11	\$901.08	\$0.00	\$587,106.19	\$1,206,271.14	(\$619,164.95)
GO BONDS (HS PROJECT) (31)	\$208,165.81	\$137.01	\$1,800.00	\$206,502.82	\$2,155,032.82	(\$1,948,530.00)
DEBT SERVICE (40)	\$486,151.97	\$0.00	\$0.00	\$486,151.97	\$236,027.52	\$250,124.45
TOTAL				\$3,863,847.00	\$6,040,711.71	(\$2,176,864.71)



**PPEL/VPPEL Report**

<u>DATE</u>	<u>VENDOR NAME</u>	<u>PPEL</u>			<u>VPPEL</u>			<u>TOTAL</u>
		<u>RECEIPT</u>	<u>EXPENSE</u>	<u>BALANCE</u>	<u>RECEIPT</u>	<u>EXPENSE</u>	<u>BALANCE</u>	
<b>FY 19-20</b>	Balance forward			\$ 55,293.91			\$ 375,916.29	\$ 431,210.20
7/15/19	VPPEL - Property Tax			\$ 55,293.91	\$ 723.08		\$ 376,639.37	\$ 431,933.28
7/15/19	PPEL - Property Tax	\$ 178.07		\$ 55,471.98			\$ 376,639.37	\$ 432,111.35
7/31/19	VPPEL - Interest			\$ 55,471.98	\$ 925.81		\$ 377,565.18	\$ 433,037.16
7/10/19	PPEL - Greenhouse - Anderson Electric		\$ 9,241.35	\$ 46,230.63			\$ 377,565.18	\$ 423,795.81
7/10/19	PPEL - Sp Ed Lease - Consortium		\$ 485.33	\$ 45,745.30			\$ 377,565.18	\$ 423,310.48
7/10/19	PPEL - Fortinet - CDW Govt		\$ 22,978.51	\$ 22,766.79			\$ 377,565.18	\$ 400,331.97
8/22/19	VPPEL - Bus			\$ 22,766.79		\$ 86,698.00	\$ 290,867.18	\$ 313,633.97
8/23/19	VPPEL - Athletic Booster Club - batting cage			\$ 22,766.79	\$ 4,947.50		\$ 295,814.68	\$ 318,581.47
8/15/19	PPEL - Don's Truck Sales - bus repair		\$ 5,720.10	\$ 17,046.69			\$ 295,814.68	\$ 312,861.37
8/23/19	VPPEL - NGE Inc - batting cage			\$ 17,046.69		\$ 9,895.00	\$ 285,919.68	\$ 302,966.37
8/31/19	VPPEL - Interest			\$ 17,046.69	\$ 901.07		\$ 286,820.75	\$ 303,867.44



# HS PROJECT- MONTHLY DETAIL

Date	Description	GO BOND CHECKING ACCOUNT			GO BOND SAVINGS ACCOUNT			TOTAL ALL
		Receipts	Expenses	BALANCE	Receipts/ Interest	Transfer to Checking	BALANCE	
3/8/2017	Initial good faith deposit			65,000.00			-	65,000.00
3/29/2017	S&P Global-purch serv		(626.00)	64,374.00			-	64,374.00
3/29/2017	S&P Global-purch serv		(14,000.00)	50,374.00			-	50,374.00
4/13/2017	Struxture-architect fee		(32,344.21)	18,029.79			-	18,029.79
5/1/2017	Original GO Bond wire-BT			18,029.79	6,500,000.00		6,500,000.00	6,518,029.79
5/1/2017	Premium on bond issue			18,029.79	196,415.65		6,696,415.65	6,714,445.44
5/10/2017	Xfer from Savings to Checking	50,000.00		68,029.79		(50,000.00)	6,646,415.65	6,714,445.44
5/1/2017	wire fee		(30.00)	67,999.79			6,646,415.65	6,714,415.44
5/10/2017	trans fee		(250.00)	67,749.79			6,646,415.65	6,714,165.44
5/10/2017	Piper Jaffrey-financial services		(22,000.00)	45,749.79			6,646,415.65	6,692,165.44
5/31/2017	Interest			45,749.79	6,397.72		6,652,813.37	6,698,563.16
5/31/2017	discount on bond issue			45,749.79		(58,568.75)	6,594,244.62	6,639,994.41
5/31/2017	wire fee			45,749.79		(5.00)	6,594,239.62	6,639,989.41
6/15/2017	Xfer from Savings to Checking	192,379.83		238,129.62		(192,379.83)	6,401,859.79	6,639,989.41
6/15/2017	Struxture-architect fee		(188,331.83)	49,797.79			6,401,859.79	6,451,657.58
6/15/2017	Ahlers & Cooney		(448.00)	49,349.79			6,401,859.79	6,451,209.58
6/15/2017	Chosen Valley Testing-soil sampling		(3,250.00)	46,099.79			6,401,859.79	6,447,959.58
6/15/2017	Iowa DNR-storm water permit		(350.00)	45,749.79			6,401,859.79	6,447,609.58
6/30/2017	Interest			45,749.79	6,080.55		6,407,940.34	6,453,690.13
7/30/2017	Interest			45,749.79	6,195.23		6,414,135.57	6,459,885.36
8/10/2017	Xfer from Savings to Checking	87,644.70		133,394.49		(87,644.70)	6,326,490.87	6,459,885.36
8/10/2017	Larson Const.-App #1		(71,186.73)	62,207.76			6,326,490.87	6,388,698.63
8/10/2017	Struxture-architect fee		(996.68)	61,211.08			6,326,490.87	6,387,701.95
8/10/2017	Ahlers & Cooney-bond docs		(15,461.29)	45,749.79			6,326,490.87	6,372,240.66
8/31/2017	Interest			45,749.79	5,920.73		6,332,411.60	6,378,161.39
9/15/2017	Xfer from Savings to Checking	6,485.64		52,235.43		(6,485.64)	6,325,925.96	6,378,161.39
9/15/2017	Struxture-architect fee		(6,485.64)	45,749.79			6,325,925.96	6,371,675.75
9/30/2017	Interest			45,749.79	5,920.73		6,331,846.69	6,377,596.48
10/12/2017	Xfer from Savings to Checking	492,715.22		538,465.01		(492,715.22)	5,839,131.47	6,377,596.48
10/12/2017	Struxture-architect fee		(871.21)	537,593.80			5,839,131.47	6,376,725.27
10/11/2017	Larson Const.-App #2		(430,583.32)	107,010.48			5,839,131.47	5,946,141.95
10/11/2017	Larson Const.-App #3		(62,131.90)	44,878.58			5,839,131.47	5,884,010.05
10/31/2017	Interest			44,878.58	5,795.12		5,844,926.59	5,889,805.17
11/15/2017	Struxture-architect fee		(3,939.97)	40,938.61			5,844,926.59	5,885,865.20
11/15/2017	Xfer from Savings to Checking	152,338.91		193,277.52		(152,338.91)	5,692,587.68	5,885,865.20
11/15/2017	Larson Const.-App#4		(152,338.91)	40,938.61			5,692,587.68	5,733,526.29
11/30/2017	Interest			40,938.61	5,391.43		5,697,979.11	5,738,917.72
12/15/2017	Struxture-architect fee		(9,616.21)	31,322.40			5,697,979.11	5,729,301.51
12/15/2017	Xfer from Savings to Checking	709,922.22		741,244.62		(709,922.22)	4,988,056.89	5,729,301.51
12/15/2017	Larson Const. - App #5		(709,922.22)	31,322.40			4,988,056.89	5,019,379.29
12/31/2017	Interest			31,322.40	5,233.61		4,993,290.50	5,024,612.90
12/31/2017	Interest (adj)			31,322.40	219.80		4,993,510.30	5,024,832.70
1/15/2018	Struxture-architect fee		(8,976.03)	22,346.37			4,993,510.30	5,015,856.67
1/14/2018	Xfer from Savings to Checking	515,000.00		537,346.37		(515,000.00)	4,478,510.30	5,015,856.67
1/15/2018	Larson Const. App #6		(510,140.77)	27,205.60			4,478,510.30	4,505,715.90
1/31/2018	Interest			27,205.60	4,570.35		4,483,080.65	4,510,286.25
2/13/2018	Xfer from Savings to Checking	172,997.06		200,202.66		(172,997.06)	4,310,083.59	4,510,286.25
2/15/2018	Larson Const. App #7		(171,737.08)	28,465.58			4,310,083.59	4,338,549.17
2/22/2018	Struxture-architect fee		(1,259.98)	27,205.60			4,310,083.59	4,337,289.19
2/28/2018	Interest			27,205.60	3,810.38		4,313,893.97	4,341,099.57
3/15/2018	Xfer from Savings to Checking	233,899.59		261,105.19		(233,899.59)	4,079,994.38	4,341,099.57
3/15/2018	Larson Const. App #8		(233,899.59)	27,205.60			4,079,994.38	4,107,199.98
3/30/2018	Interest			27,205.60	4,068.88		4,084,063.26	4,111,268.86
4/1/2018	ISG (f/ka/ Struxture)		(2,606.48)	24,599.12			4,084,063.26	4,108,662.38
4/13/2018	KCL refund	252.00		24,851.12			4,084,063.26	4,108,914.38
4/6/2018	Xfer from Savings to Checking	431,681.73		456,532.85		(431,681.73)	3,652,381.53	4,108,914.38

# HS PROJECT- MONTHLY DETAIL

Date	Description	GO BOND CHECKING ACCOUNT			GO BOND SAVINGS ACCOUNT		BALANCE	TOTAL ALL
		Receipts	Expenses	BALANCE	Receipts/ Interest	Transfer to Checking		
4/9/2018	Larson Const. App #9		(431,681.73)	24,851.12			3,652,381.53	3,677,232.65
4/30/2018	Interest			24,851.12	3,458.82		3,655,840.35	3,680,691.47
5/1/2018	Xfer from Savings to Checking	324,371.49		349,222.61		(324,371.49)	3,331,468.86	3,680,691.47
5/15/2018	Larson Const. App #10		(324,371.49)	24,851.12			3,331,468.86	3,356,319.98
5/31/2018	Interest			24,851.12	3,570.03		3,335,038.89	3,359,890.01
6/14/2018	Xfer from Savings to Checking	373,445.81		398,296.93		(373,445.81)	2,961,593.08	3,359,890.01
6/14/2018	Larson Const. App #11		(373,445.81)	24,851.12			2,961,593.08	2,986,444.20
6/14/2018	ISG (f/ka/ Struxture)		(11,193.62)	13,657.50			2,961,593.08	2,975,250.58
6/30/2018	ISG (f/ka/ Struxture)		(5,454.51)	8,202.99			2,961,593.08	2,969,796.07
6/30/2018	Interest			8,202.99	3,670.10		2,965,263.18	2,973,466.17
7/6/2018	Xfer from Savings to Checking	526,267.29		534,470.28		(526,267.29)	2,438,995.89	2,973,466.17
7/6/2018	Larson Const #12		(526,267.29)	8,202.99			2,438,995.89	2,447,198.88
7/31/2018	ISG (f/ka/ Struxture)		(4,994.30)	3,208.69			2,438,995.89	2,442,204.58
7/31/2018	Interest			3,208.69	3,196.36		2,442,192.25	2,445,400.94
8/1/2018	Xfer from Savings to Checking	4,994.30		8,202.99		(4,994.30)	2,437,197.95	2,445,400.94
8/15/2018	ISG (f/ka/ Struxture)		(9,743.66)	(1,540.67)			2,437,197.95	2,435,657.28
8/15/2018	Larson Const. #13		(283,367.07)	(284,907.74)			2,437,197.95	2,152,290.21
8/15/2018	Xfer from Savings to Checking	293,110.73		8,202.99		(293,110.73)	2,144,087.22	2,152,290.21
8/31/2018	Interest			8,202.99	2,742.61		2,146,829.83	2,155,032.82
9/15/2018	Larson Const. #14		(531,730.32)	(523,527.33)			2,146,829.83	1,623,302.50
9/15/2018	Xfer from Savings to Checking	531,730.32		8,202.99		(531,730.32)	1,615,099.51	1,623,302.50
9/30/2018	Interest			8,202.99	2,094.08		1,617,193.59	1,625,396.58
10/15/2018	Xfer from Savings to Checking	397,135.43		405,338.42		(397,135.43)	1,220,058.16	1,625,396.58
10/15/2018	Larson Const #15		(385,482.97)	19,855.45			1,220,058.16	1,239,913.61
10/15/2018	ISG (f/ka/ Struxture)		(11,652.46)	8,202.99			1,220,058.16	1,228,261.15
10/31/2018	Interest			8,202.99	1,498.14		1,221,556.30	1,229,759.29
11/15/2018	Xfer from Savings to Checking	543,873.23		552,076.22		(543,873.23)	677,683.07	1,229,759.29
11/15/2018	Larson Const #16		(543,873.23)	8,202.99			677,683.07	685,886.06
11/15/2018	ISG (f/ka/ Struxture)		(5,700.85)	2,502.14			677,683.07	680,185.21
11/15/2018	Xfer from Savings to Checking	5,700.85		8,202.99		(5,700.85)	671,982.22	680,185.21
11/30/2018	Interest			8,202.99	860.50		672,842.72	681,045.71
12/7/2018	Xfer from Savings to Checking	34,295.25		42,498.24		(34,295.25)	638,547.47	681,045.71
12/12/2018	Larson Const (extra paving)		(34,295.25)	8,202.99			638,547.47	646,750.46
12/17/2018	Xfer from Savings to Checking	10,750.19		18,953.18		(10,750.19)	627,797.28	646,750.46
12/17/2018	ISG (f/ka/ Struxture)		(10,750.19)	8,202.99			627,797.28	636,000.27
12/17/2018	Xfer from Savings to Checking	142,727.05		150,930.04		(142,727.05)	485,070.23	636,000.27
12/17/2018	Larson Const #17		(142,727.05)	8,202.99			485,070.23	493,273.22
12/31/2018	Interest			8,202.99	627.34		485,697.57	493,900.56
1/9/2019	Larson Const #18		(81,227.15)	(73,024.16)			485,697.57	412,673.41
1/9/2019	Xfer from Savings to Checking	82,262.96		9,238.80		(82,262.96)	403,434.61	412,673.41
1/10/2019	ISG (f/ka/ Struxture)		(1,035.81)	8,202.99			403,434.61	411,637.60
1/31/2019	Interest			8,202.99	449.27		403,883.88	412,086.87
2/28/2019	Interest			8,202.99	379.55		404,263.43	412,466.42
3/31/2019	Interest			8,202.99	420.69		404,684.12	412,887.11
4/11/2019	ISG (f/ka/ Struxture)		(1,921.33)	6,281.66			404,684.12	410,965.78
4/11/2019	Larson Const #19		(225,628.33)	(219,346.67)			404,684.12	185,337.45
4/11/2019	Xfer from Savings to Checking	227,549.66		8,202.99		(227,549.66)	177,134.46	185,337.45
4/30/2019	Interest			8,202.99	226.30		177,360.76	185,563.75
5/9/2019	Int Power & Light Co-energy savings	10,473.00		18,675.99			177,360.76	196,036.75
5/28/2019	JTH Lighting - light color	15,000.00		33,675.99			177,360.76	211,036.75
5/14/2019	ISG (f/ka/ Struxture)		(2,277.82)	31,398.17			177,360.76	208,758.93
5/14/2019	Xfer from Savings to Checking	2,277.82		33,675.99		(2,277.82)	175,082.94	208,758.93
5/31/2019	Interest			33,675.99	137.78		175,220.72	208,896.71
6/12/2019	Ahlers & Cooney-bond docs		(1,000.00)	32,675.99			175,220.72	207,896.71
6/30/2019	Interest			32,675.99	132.26		175,352.98	208,028.97
7/31/2019	Interest			32,675.99	136.84		175,489.82	208,165.81
8/15/2019	Iowa Direct - gym bleacher ADA		(1,800.00)	30,875.99			175,489.82	206,365.81
8/31/2019	Interest			30,875.99	137.01		175,626.83	206,502.82

# **Certified Budget compared to Actual Revenues/Expenditures - All Funds**

		FY19 Certified Budget	as of 8/31/19	Difference
Taxes Levied on Property	1	\$ 2,848,208.00	\$ 2,728,260.66	
Utility Replacement Excise Tax	2	\$ 52,639.00	\$ 171,287.89	
Income Surtaxes	3	\$ 139,372.00	\$ 141,936.00	
Tuition\Transportation Received	4	\$ 550,000.00	\$ 633,907.32	
Earnings on Investments	5	\$ 70,500.00	\$ 116,848.48	
Nutrition Program Sales	6	\$ 170,000.00	\$ 168,099.45	
Student Activities and Sales	7	\$ 221,000.00	\$ 196,678.08	
Other Revenues from Local Sources	8	\$ 92,000.00	\$ 322,576.38	
Revenue from Intermediary Sources	9	\$ -	\$ -	
State Foundation Aid	10	\$ 3,847,199.00	\$ 3,808,270.00	
Instructional Support State Aid	11	\$ 15,515.00	\$ -	
Other State Sources	12	\$ 805,000.00	\$ 621,061.16	
Commercial & Industrial State Replacement	13	\$ 21,595.00	\$ 19,487.21	
Title I Grants	14	\$ 59,000.00	\$ 76,553.00	
IDEA and Other Federal Sources	15	\$ 140,000.00	\$ 374,200.68	
Total Revenues	16	\$ 9,032,028.00	\$ 9,379,166.31	
General Long-Term Debt Proceeds	17	\$ -	\$ -	
Transfers In	18	\$ 341,570.00	\$ 596,729.01	
Proceeds of Fixed Asset Dispositions	19	\$ -		
Total Revenues & Other Sources	20	\$ 9,373,598.00	\$ 9,975,895.32	
Beginning Fund Balance	21	\$ 5,482,983.00	\$ 7,946,934.09	
<b>Total Resources</b>	22	\$ 14,856,581.00	\$ 17,922,829.41	\$ 3,066,248.41
				\$ -
<b>*Instruction</b>	23	\$ 5,245,000.00	\$ 4,867,329.43	\$ (377,670.57)
Student Support Services	24	\$ 212,500.00	\$ 199,930.58	
Instructional Staff Support Services	25	\$ 475,000.00	\$ 445,237.60	
General Administration	26	\$ 325,000.00	\$ 232,734.44	
School/Building Administration	27	\$ 400,000.00	\$ 365,178.88	
Business & Central Administration	28	\$ 130,000.00	\$ 110,930.34	
Plant Operation and Maintenance	29	\$ 645,000.00	\$ 633,477.08	
Student Transportation	30	\$ 725,000.00	\$ 462,967.34	
This row is intentionally left blank	31	\$ -		
<b>*Total Support Services (lines 24-31)</b>	31A	\$ 2,912,500.00	\$ 2,450,456.26	\$ (462,043.74)
<b>*Noninstructional Programs</b>	32	\$ 342,746.00	\$ 356,608.27	\$ 13,862.27
Facilities Acquisition and Construction	33	\$ 2,387,690.00	\$ 2,474,822.85	
Debt Service	34	\$ 673,612.00	\$ 671,107.50	
AEA Support - Direct to AEA	35	\$ 285,443.00	\$ 266,290.00	
<b>*Total Other Expenditures (lines 33-35)</b>	35A	\$ 3,346,745.00	\$ 3,412,220.35	\$ 65,475.35
Total Expenditures	36	\$ 11,846,991.00	\$ 11,086,614.31	
Transfers Out	37	\$ 341,570.00	\$ 819,692.16	
Total Expenditures & Other Uses	38	\$ 12,188,561.00	\$ 11,906,306.47	
Ending Fund Balance	39	\$ 2,668,020.00	\$ 6,016,522.94	
<b>Total Requirements</b>	40	\$ 14,856,581.00	\$ 17,922,829.41	\$ 3,066,248.41

This report shows the district's progress towards staying on budget according to the certified budget published and approved. The expenditures with \* must stay below the budgeted amount to avoid having to revise the budget by May 31st of each fiscal year. Revenues and expenses will continue for the fiscal year until the Certified Annual Report (CAR) is completed in September.

# 2019 IASB Legislative Beliefs

## PUBLIC EDUCATION

Public education is the foundation of our democratic society and the key to successful futures for Iowa children. Quality public schools strengthen our communities and are the cornerstone of any sound economic development policy. The state must put public education first and provide sufficient funding and support services. The state should provide full funding to public schools to meet the evolving needs of public school students before additional financial support of non-public schools is provided.

All schools that receive any public funds, including property taxes, state aid or federal monies, should be subject to the same governance and educational standards as public school districts.

## GOVERNANCE

Iowa has one of the finest public educational systems in the United States. The federal government, governor, General Assembly, Iowa Department of Education, school boards, professional educators and the public should strive to keep it strong.

School districts are governed by boards that, as elected representatives, must be responsive and responsible to the citizens of the school district. Citizen involvement is the key to our representative form of government.

Local boards are, within the guidelines established by state law, vested with the authority to make the final decision on matters pertaining to a school district, area education agency (AEA) or community college. Local board members, who are closely connected to students, families and the communities in which they live, are best capable of understanding student needs and identifying effective solutions. The statutory duties and responsibilities of the local board cannot be delegated to persons who are not elected by the voters of the school district.

Locally elected school boards must have control over the content and management of their educational program, including the calendar and the flexibility for innovation and decision-making unless specifically prohibited by law. A leadership team composed of the superintendent, principals and supervisory personnel working with the board is necessary for the efficient operation of the school district.

## SCHOOL CHOICE

Iowa law provides sufficient choice through public charter schools, open enrollment, home school assistance, postsecondary enrollment options and nonpublic school alternatives. Additional investments in tax credits for nonpublic tuition or other options are not necessary to provide educational choice.

## SCHOOL BOARD MEMBERS

Through original research and a close evaluation of highly effective board practices across the country, IASB recognizes the following five essential roles of effective school boards and encourages all Iowa board members to incorporate these principles in carrying out the mission of public education in their communities:

# 2019 IASB Legislative Beliefs

- **Setting Clear, High Expectations:** The board sets a vision which expresses a commitment to high expectations, consistently communicates the expectations, sets clear and focused goals and focuses on improving instruction.
- **Creating the Conditions that Support Successful Teaching and Learning:** The board creates the conditions for success by showing commitment via board actions, resource allocations and system alignment; provides quality, research-based professional development for educators; builds commitment and focus throughout the system and stays the course, solving problems along the way so improvements have time to work.
- **Holding the System Accountable for Student Success:** The board uses data and monitoring to hold the system accountable and to make decisions at the board table; identifies clear, understandable indicators that the board will accept as evidence of progress and success; and supports and monitors progress regularly at the board table with staff leaders.
- **Building Collective Will:** Within the school staff and throughout the community, the board creates widespread awareness and urgency of the improvement required to meet students' needs, instills hope that it's possible to change, and connects with and engages the community in a frank and ongoing effort to encourage each facet to fulfill its responsibility.
- **Learning Together as a Board/Superintendent Team:** The board establishes board learning time around school improvement efforts, engages in deep conversations about the implications of learning, builds a trusting and supportive relationship with the superintendent, and leads thoughtful policy development.

## ELECTIONS

Participation in the democratic process is integral to the success of schools. School districts have a responsibility for promoting more community involvement in the election process to foster better-informed citizens and greater ownership in public education. Student achievement should drive decisions that impact school elections.

In keeping with the principles of democracy, IASB is committed to the concept of each vote having equal value and a simple majority vote as sufficient to determine election or taxation decisions.

School board elections should coincide with the opening of school. Due to boundary differences and to help maintain the nonpartisan status of school board elections, they should be separate from any other election.

School board members should be elected to three-year terms and serve in a non-partisan manner in which decisions are based on the best interest of the school and students without regard to party affiliation. Boards should have less than a majority of board members elected in any one year.

## IOWA ASSOCIATION OF SCHOOL BOARDS

IASB is committed to statewide leadership to ensure high achievement for all Iowa students. IASB recognizes that school boards are in a strategic position to bring about continuous improvement in public education through governance, public policies and advocacy.

We believe that IASB is the organization most appropriate to deliver training and board development to school board members about their role and responsibilities to contribute to high student achievement.

# 2019 IASB Legislative Beliefs

## SCHOOL DISTRICT ORGANIZATION

School boards, and the residents of the school districts involved, have the primary responsibility to determine the makeup and boundaries of school districts and attendance centers.

The school board and the citizens of a school district assess the quality and extent of its educational program and determine whether the school district continues to operate within its present geographical boundaries.

In order to reduce costs and maintain or enrich a quality public education, IASB encourages school districts to share administrators, teachers, equipment, facilities and transportation, including the scheduling of joint classes and extracurricular activities. Sharing does not necessarily lead to eventual reorganization.

IASB believes school district reorganization, dissolution or sharing may be in the best interest of Iowa's public-school students when:

- The best interest of students is the most important factor considered.
- The reorganization or dissolution is voluntary — initiated and voted upon by the citizens of the school districts involved.
- The state offers sufficient incentives to make the reorganization or sharing financially attractive to the school districts involved.
- Geographical issues are considered, including minimizing the amount of travel time by students and allowing for continued community participation by the communities involved.

## PUBLIC RECORDS AND OPEN MEETINGS

Every citizen has the right to examine and copy all public records. The news media may publish public records, unless the law expressly limits the right or requires public records to be kept confidential.

The schools belong to the people - the citizens and taxpayers of the school district. The public has the right to know what decisions are being made regarding the education of their young people and the expenditure of their tax dollars. School districts should have the ability to determine the method of public notice dissemination that maximizes public access to records at a minimal cost to the district.

Although it may not always be easy to publicly consider and discuss some of the tough issues confronting school boards, school boards should be responsive to the open meetings and public records policy established in state law. Compliance with the intent of the public records and open meetings law is best achieved through education, training and consistent enforcement.

## SCHOOL FINANCE

School finance decisions, whether at the local, state or federal level, should put student achievement first in all decisions. Iowa's school funding system must provide all Iowa children an equal opportunity to a quality public school education. The funding system must recognize that a high quality public education is the first and foremost economic engine of our state.

# 2019 IASB Legislative Beliefs

A sufficient funding system provides equitable, sufficient, predictable and timely funding, based on these foundational principles:

**Equity:** Iowa should fund public education with a student-driven formula, ensuring Iowans that the education of each student is supported equitably. The formula must provide sufficient revenue to cover the actual cost of the educational program, including on-time funding for districts experiencing increasing enrollment. The state should allow school districts with declining enrollment to maintain sufficient funding so the school district can adjust operations to meet student needs. The state should minimize the disparity for property taxpayers due to variances in property valuation per pupil.

**Excellence and Opportunity:** School finance must provide for continuous improvement of classroom instruction and promote excellence. A critical attribute of increasing the achievement of all children is the skill level of teachers and administrators in the school. Therefore, the school funding system must provide for the professional training and development of teachers and administrators, and school improvement that will promote Iowa as a national leader in public education.

**Stability:** The school funding system must continue to be a fair balance between property taxes, which are a stable and reliable revenue source, and other revenue sources. Iowa school boards are grateful for categorical funds, but encourage the state to provide resources through the funding formula to maximize local flexibility and provide growth through an equity-based system. School districts should have spending authority for any reduction in state funding.

**Efficiency:** A diverse system of school finance helps schools control costs. To ensure well-managed and efficient schools, the school funding system must encourage cooperative ventures and the pooling of resources and services. The school funding system must address increased costs due to inflation and other economic factors.

**Local Control:** State funding must support local control. Locally elected school boards should have the authority to utilize and allocate funding to best meet the needs of students. If the state decides to intervene in local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by the state without a shift from other education resources.

## SCHOOL INFRASTRUCTURE

The state has a role to ensure that all Iowa public school students have equitable access to high-quality educational programs, provided in safe, efficient, accessible, and technology-ready facilities that promote student learning.

## EDUCATION'S ROLE IN ECONOMIC DEVELOPMENT

Growth focused on economic stability, wealth creation, entrepreneurship and knowledge-based enterprises is a vital objective for the state of Iowa. Our public schools contribute to the growth of Iowa's economy through the education and development of our children and by providing good jobs. And, they are often the largest employer in many Iowa communities.

A quality public education system is both a key factor contributing to Iowa's quality of life and is a critical attractor of business to Iowa. While education contributes to Iowa's economy, it is also

# 2019 IASB Legislative Beliefs

dependent upon economic growth for securing sufficient financial resources to provide quality education services.

Public education and economic growth are interdependent. It is therefore imperative that Iowa invest in viable and sustainable economic development and foster partnerships between education and the private sector.

The state should maximize the amount of private investment leveraged and efficiently and effectively manage resources to provide equitable opportunities for growth throughout Iowa for all students.

## EDUCATIONAL STANDARDS AND ACCOUNTABILITY

It is the responsibility of local school boards to ensure that all students are educated for success in a 21st-century global society. Collaboration between Pre-K-12 and postsecondary institutions should be encouraged to help increase student opportunities.

School boards must ensure that their district operates from clear, measurable student learning standards and improvement goals; sufficient resources are allocated to improve instruction; and there is public accountability for improved results for students.

It is appropriate for the state to establish high and rigorous educational standards for the accreditation of public and nonpublic schools. Standards should be designed to ensure that all students have the opportunity to receive the educational program that meets their needs. The students of Iowa who attend public and nonpublic schools should receive their education instruction from licensed teachers. All public-school accreditation standards must also be applied to nonpublic schools.

Data collection and reporting is necessary to improve instruction and increase student achievement. Data collection and reporting is valuable when:

- It is possible to accurately determine student achievement gains, gaps between subgroups and level of attainment for all students;
- Purposes are clearly understood and worthy;
- Assessments are aligned with the intended purposes;
- Results are easily accessible to maximize school district use of the information to provide quality professional development and improve instruction; and,
- Results lend themselves to widespread understanding and evaluation by all school stakeholders.

The state or federal government must not use single-source data to issue sanctions, make generalizations about student performance or shift resources away from schools that require support to improve learning.

Iowa school districts should have the opportunity to comply with standards using various structures and mediums, including sharing and interactive telecommunications.

IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions.



# 2019 IASB Legislative Beliefs

## EDUCATION TECHNOLOGY

Technology is an important tool in providing a quality public education. School districts must have equitable access to technology. Access includes provision of hardware and software, technological support staff and access to a variety of Internet, broadband and network services including the Iowa Communications Network (ICN).

Administration of the ICN should continue to prioritize educational access above other users. The state has a role in ensuring equitable access to technology and should provide sufficient resources to purchase technology, support school technology plans and include professional development for educators on how to use technology to improve instruction and student outcomes.

## EARLY CHILDHOOD

Exposure to education in the first years of life is critical, and young children have an innate desire to learn. That desire can be supported or undermined by early experiences.

High-quality early childhood education promotes intellectual, language, mathematical, physical, social, emotional and creative development, cultivates a child's curiosity and desire to learn, and builds a strong foundation for later academic and social success. The state plays a critical role by defining and supporting quality early childhood education programs.

## STUDENTS

All students can achieve at high levels when the state, local school boards and communities provide resources and support to ensure each child's success in school. School boards must meet the needs of every student.

School boards are community leaders who advocate for children and work in collaboration to provide programs within their district or by cooperating with other school districts, the area education agency, the community college or other educational agencies and with agencies providing services, including juvenile justice, health and human service agencies, mental health service agencies and entities offering services such as day care, dropout prevention, counseling and temporary shelter.

Parents and communities have the responsibility for ensuring their children are appropriately educated. In order to meet this responsibility, parents and community members should take an interested and participatory role by working with the school district to meet students' needs.

## SCHOOL SAFETY

IASB believes that schools must be a safe environment for all students, staff and visitors.

Each member of the school and community must be a partner in providing schools with resources, quality leadership, and united support for the development of a locally determined approach to ensure a secure learning environment for all children. IASB supports a comprehensive view of safety that considers threats such as crime and violence as well as hazards such as natural disasters or accidents. Security planning efforts must include prevention, preparedness, mitigation, and response efforts. These planning efforts must be practiced, evaluated and updated on an

# 2019 IASB Legislative Beliefs

ongoing basis. All individuals in the school community must be well-trained and knowledgeable of the best practices in school safety.

While all members of the school community benefit from accurate and timely information on safety efforts, school boards must have the authority to maintain appropriate levels of confidentiality to protect security plans and measures.

## TEACHER QUALITY

IASB believes, and research confirms, that teacher quality is the most important factor in determining a child's academic success.

It is the responsibility of the school board through the superintendent and administrators to ensure teachers in their district are qualified for the job they are hired to do. School boards have the authority to set high performance standards and expect demonstrated academic and instructional excellence from their teachers.

Therefore, boards need to ensure teachers, as a part of their job, continuously and collaboratively study content, instruction and the effect on students based upon identified student needs.

It is a board responsibility to expect and confirm that the district is fully implementing the Iowa Core Standards and Iowa Professional Development Model for the purpose of improving instruction measured by improved student achievement.

Quality teaching is essential to high student achievement. In order to recruit the best and the brightest teachers into Iowa and the profession, keep the best and the brightest teachers we now have, and increase respect for the profession that most impacts our children's future, IASB strongly advocates for school funding levels sufficient to pay competitive wages. In addition, IASB believes school boards must focus on ensuring a school culture that supports engaging educators in decision making, providing teachers with leadership opportunities and professional development, and exploring compensation and evaluation systems designed to enhance performance and retention.

## EDUCATOR PREPARATION AND LICENSURE

IASB supports improved alignment between teacher preparation and the Pre-K-12 education systems. Preparation programs should be evaluated continually with the objective of providing training that reflects innovative and proven education methods designed to assess and maximize student achievement. Student needs must drive preparation programs. School boards, teacher preparation institutions, and the state must cooperate to ensure teachers obtain the knowledge and skills they need to teach to ensure all children can learn. Educators should be prepared to effectively teach the wide variety of students in Iowa classrooms. Requirements for approvals and endorsements should be based solely on the completion of state-approved education programs. The state shall be explicitly encouraged to embrace reciprocity agreements with other states with high quality education programs so as to increase diversity among our certified teachers and administrators.

# 2019 IASB Legislative Beliefs

## PERSONNEL EVALUATION

School employees must be accountable for raising student achievement. An objective evaluation of all employees, performed on a regular basis, benefits the employee and the community and assists students in obtaining a quality public school education. IASB supports the right of school boards to exercise their authority to set standards of performance and establish rules of conduct for all employees.

Administrators or their designees must have the authority and resources to evaluate personnel whom they supervise.

## EMPLOYEE RELATIONS AND COLLECTIVE BARGAINING

Positive labor relations enhance the ability of employees and school boards to work together for improved student achievement. Ideally, collective bargaining should end in a voluntary settlement between parties.

School boards should be guaranteed sufficient management rights necessary to operate the school district efficiently and effectively.

The results of collective bargaining should be to:

- Advance excellence and equity in public education with the outcome of improved student achievement for all.
- Reflect sound research and proven best practices with a demonstrated positive impact on improving student achievement.
- Promote accountability by all for improved student outcomes.
- Include a regular evaluation of the impact of changes on student achievement.
- Preserve the constitutionally protected due process rights of school boards.

## BENEFITS

It is important to establish employee benefits necessary to attract and retain qualified employees. Benefits paid and contribution rates should maintain the actuarial soundness and affordability of employee benefit programs.

Unemployment compensation benefits should be reserved for those who experience sudden and unexpected job loss. It should not be extended between academic terms to employees who have contracts for less than 12 months or who have reasonable assurance of continued employment.

Substitute employees should not be eligible for unemployment compensation.

School district employees whose employment is terminated because of a reduction or realignment of staff, or for other reasons that would qualify them for unemployment compensation benefits, should be eligible to receive such benefits on the same basis as employees in private sector employment.

# 2019 IASB Legislative Beliefs

## DEPARTMENT OF EDUCATION

A State Board of Education, made up of laypersons, determines and adopts necessary rules and regulations for the proper enforcement and execution of the provisions of school laws, and adopts and prescribes standards for carrying out the provisions of the school laws. The State Board of Education must seek advice and counsel from a broad range of citizens and educational organizations in the formulation of rules and policies.

The Department of Education (DE) plays a significant role in facilitating school improvement efforts and supporting school districts, area education agencies and community colleges.

The DE should cooperate with IASB, area education agencies, community colleges, the federal government and state to streamline requests for information.

The DE should consider other student achievement measures, such as value-added or growth measures, for all students, in defining and negotiating the Iowa plan for school district compliance with federal requirements.

By its very nature, the DE is a state regulatory agency; however, Congress and the General Assembly should carefully consider the number and size of the regulatory tasks assigned to the DE and financially support the tasks assigned, including the provision of sufficient staff.

## AREA EDUCATION AGENCIES

Area education agencies (AEAs) are highly important in helping develop curriculum. AEA assistance to local schools in the areas of emerging technology, professional development and curriculum assessment is of vital importance to assist schools with the mandates of the federal Every Student Succeeds Act.

AEAs are established to provide school districts with specified services in special education, media and other educational areas. Apart from special education, the Legislature and the Department of Education must not require these agencies to perform services that are regulatory in nature.

AEAs must retain their primary function as support agencies for local school districts, including developing and delivering services and programs to support local school improvement plans.

School improvement is a key strategy to meeting economic, political and societal needs. AEAs can assist public schools with career development and transitions to facilitate business/community collaborations offering further opportunities for students.

The governance structure of AEAs must continue to be tied closely to Pre-K-12 public school districts with students who receive the benefits of AEA services. AEAs should not be merged with community colleges. Directors of Pre-K-12 schools boards should continue to elect AEA directors.

AEAs should be assured of equitable, consistent and timely funding and receive adequate funding for mandated programs and services.

# 2019 IASB Legislative Beliefs

## COMMUNITY COLLEGES

Community colleges are an integral part of public education and are strong partners with Pre-K-12 schools in the delivery of career and technical education and of enhanced educational offerings at the high school level through concurrent enrollment. As such, they must be funded by both state and local sources in a consistent and equitable manner.

## FEDERAL GOVERNMENT

Generally, IASB opposes a centralization of decision-making on local and state educational issues in the federal bureaucracy and the United States Congress. Iowa citizens have the ability and desire to make decisions affecting the education of their young people. IASB urges Congress, the President of the United States and the U.S. Department of Education to support local control of school districts, continue the commitment to local flexibility, and reward local efforts to improve student achievement. If the federal government decides to intervene in state and local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by federal dollars without a shift from other education resources.

Iowa schools should receive federal support equal to other states, based on student needs, to maintain our level of educational excellence. The federal government should not impose intrusive or unnecessarily restrictive or prescriptive laws governing our community schools.

# 2019 IASB Legislative Resolutions

## STUDENT ACHIEVEMENT AND ACCOUNTABILITY

### 1. RESEARCH-BASED INITIATIVES

Supports implementation of initiatives in Iowa's Pre-K-12 education system that:

- Are research-based;
- Are focused on student achievement, and;
- Do not "re-purpose" existing education funds.

### 2. STANDARDS AND ACCOUNTABILITY

Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college or to enter the workforce, including the following state actions:

- Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which define what students should know and be able to do in math, science, literacy, social studies, and 21st Century skills in areas such as financial and technological literacy.
- Implement a statewide assessment that aligns to the Iowa Core Content standards and provide the necessary funding and technological capacity for every student to successfully complete the assessment.
- Support research-based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers.
- Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.

IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.

### 3. PRESCHOOL

Supports continued funding to ensure that all 4-year-olds have access to the Statewide Voluntary Preschool Program.

Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to increase the ability of districts to provide services such as full-day programming and transportation to ensure that all 4-year-olds have the ability to attend the Statewide Voluntary Preschool Program.

Districts should be given maximum flexibility to assign costs to the program.

### 4. EARLY LITERACY

Supports the continued development of and funding for research on best practices for improving proficiency in early literacy strategies.

Supports continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

# 2019 IASB Legislative Resolutions

Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.

Supports additional funding for programs designed to ensure that all students meet literacy expectations by the end of 3<sup>rd</sup> grade.

## **5. ENGLISH LEARNERS**

Supports sufficient and on-time funding for English-learners (EL) until the students reach proficiency

## **6. DROPOUT/AT RISK**

Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Opposes changes to the compulsory age of attendance unless sufficient funds are provided to implement strategies to retain those students.

## **7. MENTAL HEALTH**

Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include in-school access for students to mental health professionals and provisions for reimbursement by Medicaid and private insurers.

Supports additional ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs.

Supports incentives for workforce development for mental health professionals in schools.

## **8. SPECIAL EDUCATION – STATE**

Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost including educational programming and health care costs.

## **9. SPECIAL EDUCATION – FEDERAL**

Supports federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that long-standing commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.

## **10. AREA EDUCATION AGENCIES**

Supports full funding of the area education agencies to provide essential services in a cost-effective manner to school districts including, but not limited to:

- special education;
- technology;
- professional development;
- curriculum assessment; and
- student assessment data analysis.

# 2019 IASB Legislative Resolutions

## **11. SCHOOL CALENDARS**

Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including start dates, year round schools, and other innovations.

## **EDUCATOR QUALITY**

## **12. TEACHER LEADERSHIP AND DEVELOPMENT**

Supports adequate resources for research-based programs and strong instructional leadership, including:

- teacher leadership and development
- beginning teacher mentoring programs
- quality professional development programs.

## **13. MARKET-COMPETITIVE WAGES**

Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa content standards.

## **14. BENEFITS**

Supports allowing school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.

## **15. ALTERNATIVE LICENSURE**

Supports the adoption of alternative teacher licensure upon completion of research-based teaching pedagogy training in addition to content knowledge in a curricular area. IASB also supports the creation of reciprocity agreements with other states with high-quality education programs so as to increase diversity among our certified teachers and administrators.

## **16. STAFF REDUCTIONS**

Supports giving school districts and AEAs the option to waive the termination requirements in Iowa Code Section 279.13 to reduce staff in response to reductions in funding or to comply with an arbitrator's award.

## **17. ARBITRATIONS**

Supports a requirement that arbitrators, prior to the imposition of an award, must first consider local conditions, ability to pay, and local settlement history. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.

## **18. LABOR/EMPLOYMENT LAWS**

Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.



# 2019 IASB Legislative Resolutions

## FISCAL RESPONSIBILITY AND STEWARDSHIP

### 19. SCHOOL FUNDING POLICY

Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Reflects actual costs for special education services;
- Incorporates categorical funding in the formula within three years; and
- Includes a mix of property taxes and state aid.

### 20. SUPPLEMENTAL STATE AID

Supports setting supplemental state aid:

- For FY 2020, by January 31, 2019;
- For FY 2021 and future budget years, at least 14 months prior to the certification of the school's district budgets; and
- at a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools.

Setting supplemental state aid within the statutory requirements allows districts to make sound financial decisions on programs, staffing levels, and providing the best possible education to all students.

IASB supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

### 21. PROPERTY TAXES

Supports holding school districts harmless in property tax restructuring. Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts. Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including the following requirements:

- To include all affected taxing bodies before creation of a TIF district;
- To limit the duration of all TIF districts.

### 22. SPECIAL LEVY FUNDS

Supports flexibility in the use of special levy funds.

### 23. TAX BASE

Supports an independent, bi-annual cost-benefit analysis of all income, sales or property tax exemptions, credits or deductions. Creation of a new tax credit must undergo an independent cost-benefit analysis. The legislature should have sole authority to make revisions to definitions that impact taxes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state and either directly or indirectly impact tax revenue for schools.

# 2019 IASB Legislative Resolutions

## **24. FRANCHISE FEES**

Opposes the imposition of franchise fees on school corporations unless the board of directors agrees to such a fee.

## **25. CONSTITUTIONAL TAX LIMITATIONS**

Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

## **26. UNFUNDED MANDATES**

Opposes any new mandate that does not provide sufficient and sustainable funding for successful implementation.

## **SCHOOL INFRASTRUCTURE**

### **27. SAVE (Secure an Advanced Vision for Education)**

Supports repeal of the December 31, 2029 sunset on the statewide penny sales tax for school infrastructure.

Supports preserving the integrity of the statewide penny sales tax for school infrastructure including the tax equity provisions in the following manner:

- No diversions or expansions of allowable uses;
- Continued growth in the per pupil amount beyond the 2029 sunset date.

### **28. BOND ISSUES**

Supports allowing school bond issues to be passed by a simple majority vote.

Supports the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.

Supports legislation to clarify that revenue bonds do not count toward a 5 percent statutory debt limit.

Supports keeping the current bond referendum election dates at four per year.

## **GOVERNANCE**

### **29. EXPANDING EDUCATIONAL OPPORTUNITIES**

Supports providing the flexibility to expand educational opportunities and choices for students and families. Educational options must remain under the sole authority of locally elected school boards charged with representing community interests and accountability. IASB supports efforts including:

- Investment in magnet and innovation schools; expansion in flexible program offerings; and greater partnerships among schools and community organizations
- Establishment of charter schools;
- Establishment or use of on-line schools or classes.

Supports opportunities for continued collaboration between public and non-public schools; however, the association opposes the use of additional taxpayer funds for the creation of vouchers

# 2019 IASB Legislative Resolutions

or educational savings accounts or an increase in tax credits or deductions directed toward non-public schools.

## **30. SHARING AND REORGANIZATION**

Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools.

## **31. HOME SCHOOL ASSISTANCE PROGRAM**

Supports having Home School Assistance Program students register with their public- school attendance centers.

# 2019 IASB Legislative Priorities

## MENTAL HEALTH

### (RESOLUTION 7)

Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include in-school access for students to mental health professionals and provisions for reimbursement by Medicaid and private insurers.

Supports additional ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs.

Supports incentives for workforce development for mental health professionals in schools.

## SCHOOL FUNDING POLICY

### (RESOLUTION 19)

#### 19. SCHOOL FUNDING POLICY

Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Reflects actual costs for special education services;
- Incorporates categorical funding in the formula within three years; and
- Includes a mix of property taxes and state aid.

## SUPPLEMENTAL STATE AID

### (RESOLUTION 20)

Supports setting supplemental state aid:

- For FY 2020, by January 31, 2019;
- For FY 2021 and future budget years, at least 14 months prior to the certification of the school's district budgets; and
- at a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools.

Setting supplemental state aid within the statutory requirements allows districts to make sound financial decisions on programs, staffing levels, and providing the best possible education to all students.

IASB supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

# 2019 IASB Legislative Priorities

## **SAVE (SECURE AN ADVANCED VISION FOR EDUCATION)**

### **(RESOLUTION 27)**

Supports repeal of the December 31, 2029 sunset on the statewide penny sales tax for school infrastructure.

Supports preserving the integrity of the statewide penny sales tax for school infrastructure including the tax equity provisions in the following manner:

- No diversions or expansions of allowable uses;
- Continued growth in the per pupil amount beyond the 2029 sunset date.

**Motion – ISL program extension**

To hold a public hearing regarding the resolution to consider the extension of participation in the Instructional Support Program for the East Buchanan Community School District. The hearing will be held on October 9, 2019 at 5:00 pm.

# POLICY REVIEW

\*\*\*\*\*

Current EB policy is marked with changes based on the current IASB policy reference manual

Wording to be removed is ~~crossed out~~

Additions are in **bold and underlined**

Decisions to be made are **highlighted**

Optional wording is in *[italics and brackets]*

\*\*\*\*\*

## Policy Code Signs & Symbols:

- |                 |  |
|-----------------|--|
| -R              | This symbol following a policy code number indicates the statement is an <u>administrative regulation</u> rather than a board policy   |
| -E              | This symbol following a policy code number indicates the statement is an <u>exhibit</u> rather than a board policy.  |
| Legal Reference | This sign indicates the legal references. They tell the user where they may find the statutes, case law, attorney general opinions, or administrative rules that give authority to a policy. |
| Cross Reference | Many policies in the manual relate to other policies in the manual. Cross references are provided to assist the user in finding all of the related policies.                                 |

## SUMMER SCHOOL INSTRUCTION

The East Buchanan Community School recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

- The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.
- In additional instances as provided by law.

The superintendent may develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6.  
Iowa Admin. Code. 41.106.

Cross Reference: 410.2 Summer School Licensed Employees  
505.2 Student Promotion – Retention – Acceleration  
603 Instructional Curriculum  
711.4 Summer School Transportation

Approved Dec 12, 2007

Reviewed Nov 15, 2017

Revised \_\_\_\_\_



## SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

**NOTE: This is a mandatory policy and reflects state and federal law.**

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).  
 20 U.S.C. §§1400 *et seq.* (2010).  
 34 C.F.R. Pt. 300 *et seq.* (2010).  
 Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2013).  
 281 I.A.C. 41.109; 41.404

Cross Reference: 503 Student Discipline  
 505.5 Graduation Requirements  
 506 Student Records  
 507.2 Administration of Medication to Students  
 507.8 Student Special Health Services  
 601.1 School Calendar  
 603 Instructional Curriculum

Approved December 12, 2007

Reviewed December 10, 2012

Revised \_\_\_\_\_

## MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, ~~socioeconomic background~~, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

***NOTE: This is a mandatory policy and reflects the educational standards. For more detailed discussion of this issue, see LASB's Policy Primer, Vol. 19 #10- June 8, 2007.***

Legal Reference: Iowa Code §§ 216.9; 256.11 (2013).  
281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity  
600 Goals and Objectives of the Education Program

Approved December 12, 2007 Reviewed March 14, 2012; December 10, 2012 Revised \_\_\_\_\_

## HEALTH EDUCATION

Students in grade levels one through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above are included in health education and the instruction are adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2013).  
281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
607 Instructional Services

Approved December 12, 2007

Reviewed December 10, 2012

Revised \_\_\_\_\_

## HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone #: \_\_\_\_\_

Please list the curricular objective(s) from which you wish to have your child excused and the class or grade in which each is taught. An example is provided for you to follow.

	<u>Objective</u>	<u>Class / Grade</u>
Ex.	To understand the consequences of responsible and irresponsible sexual behavior.	Health Education / 6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/will be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent or Guardian)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(School Administrator)

## PHYSICAL EDUCATION

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a [semester or trimester] because the student is actively involved in an athletic program.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code § 256.11 (2013).  
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities  
603 Instructional Curriculum

Approved December 12, 2007

Reviewed December 10, 2012

Revised \_\_\_\_\_

## CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It is the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, will review the means in which career education is combined with other instructional programs.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2013).  
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved December 12, 2007 Reviewed December 10, 2012 Revised \_\_\_\_\_

## TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion will not take place.

It is the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

***NOTE: This policy and the accompanying regulation reflect the law on teaching religion in the public schools.***

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp.  
531 (S.D. Iowa 1985).  
Iowa Code §§ 279.8; 280.6 (2013).

Cross Reference: 603 Instructional Curriculum  
604.5 Religious-Based Exclusion from a School Program  
606.2 School Ceremonies and Observances

Approved December 12, 2007 Reviewed December 10, 2012 Revised \_\_\_\_\_

## TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students is permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinate or force students to contradict their personal religious beliefs or nonbeliefs.



## 1st Reading

## ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

***NOTE: This is not a mandatory policy, but it is strongly recommended. The policy and accompanying regulation reflect current law on the subject.***

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (2013).

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
903.5 Distribution of Materials

Approved December 12, 2007 Reviewed December 10, 2012 Revised \_\_\_\_\_

## TEACHING CONTROVERSIAL ISSUES

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

## GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).  
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

Approved December 12, 2007 Reviewed December 10, 2012 Revised \_\_\_\_\_

## 1st Reading

## CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

NOTE: This is a mandatory policy.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).  
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Cross Reference: 101 Educational Philosophy of the School District  
502 Student Rights and Responsibilities  
503 Student Discipline

Approved December 12, 2007

Reviewed December 10, 2012 Revised \_\_\_\_\_

## COMPETENT PRIVATE INSTRUCTION

The East Buchanan CSD recognizes that families with students In the event a child of compulsory attendance age, over age six and under age sixteen, may select alternative forms of education outside the traditional school setting, including does not attend public school or an accredited nonpublic school the child must receive competent private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

A parent choosing competent private instruction for a student must notify the school district prior to the first day of school on forms provided by the school district. The forms are available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the area education agency.

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, legal custodian or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district will report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

Students receiving competent private instruction are eligible to request open enrollment to another school district. Prior to the request for open enrollment, the student will request dual enrollment in the resident district. The receiving district will not bill the resident district unless the receiving district complies with the reporting requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district will notify the resident district. The resident district will then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1 unless such person is properly licensed. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian chooses standardized testing and the student is dual enrolled, the school district will pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian will reimburse the school district for the cost of the standardized test and the administration of the standardized test. If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

Upon the request of a parent, guardian or legal custodian of a student receiving competent private instruction or upon referral of a licensed practitioner who provides instruction or instructional supervision of a student under competent private instruction, the school district will refer a student who may require special education to the area education agency, Division of Special Education, for evaluation.

## COMPETENT-PRIVATE INSTRUCTION

Students in competent private instruction must make adequate progress. Adequate progress includes scoring at the thirtieth percentile on a standardized test or a report by the portfolio evaluator indicating adequate progress. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or legal custodian will attend an accredited public or nonpublic school beginning the next school year. The parent, guardian or legal custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.

The remediation plan is for no more than one year. Before the beginning of the school year, the student may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

*NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the "Options for Educational Choice" section of the Iowa Department of Education's website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice>.*

Legal Reference: Iowa Code §§ 299, 299A.  
281 I.A.C. 31.

Cross Reference: 501 Student Attendance  
502 Student Rights and Responsibilities  
504 Student Activities  
507.1 Student Health and Immunization Certificates  
604.7 Dual Enrollment  
604.9 Home School Assistance Program

Approved January 9, 2008 Reviewed December 10, 2012 Revised \_\_\_\_\_

## INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It is the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2013).

Cross Reference: 501.12 Pregnant Students  
604.1 Competent Private Instruction

Approved January 9, 2008

Reviewed December 10, 2012

Revised \_\_\_\_\_



## PROGRAM FOR TALENTED AND GIFTED STUDENTS

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Legal Reference: Iowa Code §§ 257.42-.49 (2013).  
281 I.A.C. 12.5(12); 59.

Cross Reference: 505 Student Scholastic Achievement  
604.6 Instruction at a Post-Secondary Educational Institution

Approved January 9, 2008 Reviewed December 10, 2012 Revised \_\_\_\_\_

## PROGRAM FOR AT-RISK STUDENTS

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

It is the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (2013).  
281 I.A.C. 12.5(13); 33; 65.

Cross Reference: 505 Student Scholastic Achievement  
607.1 Student Guidance and Counseling Program

Approved January 9, 2008 Reviewed December 10, 2012

Revised \_\_\_\_\_

## RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs are required to do an alternate supervised activity or study.

In notifying the superintendent, the parents will abide by the following:

- The notice is in writing;
- The objection is based on religious beliefs;
- The objection will state which activities or studies violate their religious beliefs;
- The objection will state why these activities or studies violate their religious beliefs; and
- The objection will state a proposed alternate activity or study.

The superintendent will have discretion to make this determination. The factors the superintendent will consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

***NOTE: Paragraph one of this policy reflects Iowa law regarding parents removing their children from parts of the education program. The rest of the policy is a process so boards can adapt but it's merely recommended, not mandatory.***

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp.  
531 (S.D. Iowa 1985).  
Iowa Code §§ 256.11(6); 279.8 (2013).

Cross Reference: 603 Instructional Curriculum  
606.2 School Ceremonies and Observances

Approved January 9, 2008

Reviewed March 13, 2013

Revised \_\_\_\_\_

## INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

In accordance with this policy, students in grades nine through twelve may receive academic or vocational career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. ~~The student may receive academic or vocational technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.~~ Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Students in grades nine through twelve who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution will receive academic and vocational technical credits in accordance with the agreement.

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session if the student pays for the courses. Upon successful completion of these summer courses, the students will receive academic or vocational technical credit toward the graduation requirements set out by the board. Successful completion of the course is determined by the post-secondary educational institution. The board will have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors are considered in the board's determination of whether a student will receive academic or vocational technical credit toward the graduation requirements set out by the board for a course at a post-secondary educational institution:

- • the course is taken from a public or accredited private post-secondary educational institution;
- • a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;
- • the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational technical education, or a course offered in the community college career options program;
- • the course is a credit bearing course that leads to a degree;
- • the course is not religious or sectarian; and
- • the course meets any other requirements set out by the board.

Students in grades eleven and twelve who take courses, other than courses taken under an agreement between the school district and the post-secondary educational institution, are responsible for transportation without reimbursement to and from the location where the course is being offered.

Ninth and tenth grade talented and gifted students and all students in grades eleven and twelve will be reimbursed for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session are responsible for the costs of attendance for the courses.

Students who fail the course and fail to receive credit will reimburse the school district for all costs directly related to the course. Prior to registering for the course, students under age eighteen will have a parent sign a form indicating that the parent is responsible for the costs of the course should the student

## INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course.

The school board may waive reimbursement of costs to the school district for the previously listed reasons. Students dissatisfied with a school board's decision may appeal to the AEA for a waiver of reimbursement.

The superintendent is responsible for annually notifying students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent will also be responsible for developing the appropriate forms and procedures for implementing this policy.

*NOTE: This policy reflects current Iowa law.*

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for

each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed. Students may not enroll on a full-time basis to any post-secondary institution through the PSEO program.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

Legal References: Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14  
281 I.A.C. 12 and 22

Cross References: 505 Student Scholastic Achievement  
604.3 Program for Talented and Gifted Students

Approved January 9, 2008

Reviewed March 13, 2013

Revised \_\_\_\_\_

## DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district **in accordance with state law and policy**. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary ~~prior to the third Friday of September each year on forms provided by the school district.~~ **no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district.** On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the fees required for participation.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific programs.

**The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed.** It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

***NOTE: This policy reflects Iowa's dual enrollment law.***

Legal Reference: Iowa Code §§ 279.8, 299A (2015).  
281 I.A.C. 31.

Cross Reference: 502 Student Rights and Responsibilities  
503 Student Discipline  
504 Student Activities  
507 Student Health and Well-Being  
604.1 Private Instruction  
604.9 Home School Assistance Program

Approved January 9, 2008

Reviewed March 13, 2013

Revised \_\_\_\_\_

## FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the board. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

- The student resides with his/her parents(s) or legal guardian;
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
- The student is a participant in a recognized foreign exchange program; and
- The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

***NOTE: The only legal requirement for foreign students is stated in the second bullet. However, the other requirements are strongly recommended.***

Legal Reference: Iowa Code § 279.8 (2013).

Cross Reference: 501 Student Attendance  
507.1 Student Health and Immunization Certificates

Approved January 9, 2008

Reviewed March 13, 2013

Revised \_\_\_\_\_



## HOME SCHOOL ASSISTANCE PROGRAM

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian or legal custodian in the education of the student.

The parent, guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

***NOTE: School districts that do not have home school assistance programs should eliminate this policy.***

Legal Reference: Iowa Code §§ 279.8; 299A (2013).  
281 I.A.C. 31.

Cross Reference: 504 Student Activities  
507 Student Health and Well-Being  
604.1 Private Instruction  
604.7 Dual Enrollment

Approved January 9, 2008

Reviewed March 13, 2013

Revised \_\_\_\_\_

## VIRTUAL/ONLINE COURSES

The board recognizes that online coursework may be a good alternative for students to not only meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of            credits to be applied toward graduation requirements by completing online courses offered through agencies approved by the board **and the Iowa Department of Education**, such as the Iowa On-Line Learning (ILO). Credit from an on-line or virtual course may be earned only in the following circumstances: *(Choose from the following or add others that fit the policy of the school district.)*

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been expelled from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take ~~a virtual~~ **an online** course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an online course. The school must receive an official record of the final grade **percentage score and suggested grade** before credit toward graduation will be recognized.

Provided **online** courses are part of the student's regular school day coursework and within budgetary parameters, the **tuition** costs for ~~a virtual~~ **an online** course, ~~such as textbooks or school supplies, shall be borne by the (pick one, school district, parents) for students enrolled full-time.~~ **shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs such as textbooks, rentals or school supplies, shall be borne by the (pick one – school district, parents) for students enrolled full-time.**

It is the responsibility of the superintendent to develop administrative regulations to implement this policy.

Legal Reference: Iowa Code § 256.9(56); 279.8.  
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use  
501.6 Student Transfers In

Approved January 9, 2008

Reviewed March 13, 2013

Revised